

Ravenfield Pre-School Playgroup

Ravenfield Junior and Infant School, Moor Lane North, Ravenfield, Rotherham,
South Yorkshire, S65 4LZ



Inspection date	9 June 2017
Previous inspection date	13 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff have created warm and trusting relationships with children and promote their emotional development well. They understand children's individual needs and how to make them feel safe and secure. Children settle quickly on arrival and are keen to begin exploring and learning.
- Competent and well-qualified staff carefully plan for children's individual learning needs and stages of development. They understand children's interests and how they like to learn. All children make good progress in their learning and development.
- Staff have created positive and professional relationships with outside agencies. They work cooperatively to support children who have special educational needs and/or disabilities. Staff share information with others to ensure that they fully support all children to achieve their best.
- Staff make equipment and resources accessible to children. They create a stimulating environment and challenge children in their play. Children develop good thinking skills as they solve problems and make independent choices.

It is not yet outstanding because:

- Occasionally, staff do not provide sufficient time for children to process their thoughts and answer questions.
- At times, the management team does not successfully share with staff the priorities for improving the setting to ensure that they continually make the best progress possible.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- involve staff fully in the self-evaluation process, particularly by sharing more information with them to drive the improvement of the setting even further
- provide more time for children to process their thoughts and formulate their responses to questions.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector had a tour of the setting.
- The inspector spoke with staff, children and parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.

Inspector

Laura Hoyland

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff understand how to protect children from harm and who to contact should they have any concerns regarding a child's welfare. The safeguarding officer cascades training and knowledge to all staff to ensure they are aware of their responsibilities. The premises are safe and secure. Staff carry out risk assessments and ensure that they supervise and care for children well. All staff have a positive attitude to accessing training to develop their skills further. One example of this is phonics training where those staff who attended shared their knowledge with others. This has had a positive impact on teaching children the sounds of letters to support their early literacy skills. The manager closely monitors children's learning and discusses this with each key person, ensuring they make good or better progress. In addition, government funding is spent effectively to continually raise outcomes for children.

Quality of teaching, learning and assessment is good

Staff ensure children are engaged and enjoy learning. They sit with children and involve themselves in their play, extending learning to challenge them. For instance, when trying to cut paper, staff role model how to use scissors before allowing children to try for themselves. Staff constantly observe children during play. They share next steps in learning with parents, for example, both informally when they collect children and during parents' evenings where staff share an in-depth summary of their learning. Parents are enthusiastic about sharing children's learning at home and contribute to their achievements, such as through an online learning system.

Personal development, behaviour and welfare are good

All children behave exceptionally well. They respect each other and are making friendships. Children take turns, share and are developing positive social skills, such as manners as they say 'please' and 'thank you'. Staff know children well and are always close by to offer reassurance to them, when needed. Children show high levels of confidence as they eagerly arrive for the session and immediately find others to play with and share their news. Children have ample opportunities to play outdoors and staff encourage them to physically challenge themselves. For example, children balance on tyres and beams while others practise riding bicycles. Children access items, such as hats and sunglasses, as they begin to learn how to protect themselves in the warm weather.

Outcomes for children are good

Children learn many skills in preparation for school. For example, they persist in tasks and show concentration for sustained periods. All children listen well, follow instructions and are developing an ability to learn independently. They make choices in their play and are beginning to form their own opinions.

Setting details

Unique reference number	EY299452
Local authority	Rotherham
Inspection number	1098239
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	57
Name of registered person	Ravenfield Pre-School Playgroup Committee
Registered person unique reference number	RP523306
Date of previous inspection	13 June 2016
Telephone number	01709 703990

Ravenfield Pre-School Playgroup registered in 2004. The setting employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday during term time only. Sessions are from 8.45am to 11.45am and 12.15pm to 3.15pm. The setting provides funded early education for two-, three- and four-year-old children.

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