

# Rolleston Pre-School

## Playgroup

School Lane, Rolleston-on-Dove, Burton-on-Trent, Staffordshire DE13 9AQ



<b>Inspection date</b>	12 March 2019
Previous inspection date	22 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

### Summary of key findings for parents

#### This provision is outstanding

- Dedicated staff demonstrate outstanding teaching and interaction with children. They use an excellent variety of teaching methods to extend children's learning. Staff make astute assessments of children on entry and maintain precise observations of children's skills throughout to accurately track their progress. Staff's assessments of children's learning supports the meticulous planning of activities.
- Staff are immensely skilled at supporting children with special educational needs and/or disabilities and their families. They ensure these children are fully integrated into all activities. There are highly effective partnerships in place with an extensive network of professionals. Additional funding is managed with great care to maximise the positive impact on children's outcomes.
- Partnership with parents is excellent. Parents are fully included in their child's learning and a wealth of information is shared to encourage them to continue with their child's learning at home. Parents particularly value the workshops run by the pre-school staff several times a year, where they share activities with their child alongside staff. Several parents offer their skills during activities and show children how to do simple bricklaying and hairdressing.
- Children benefit greatly from forest school activities. They enthusiastically take part in a wide range of exciting and stimulating activities in local woodland. Children's physical skills are very well promoted as they learn to handle woodworking tools and construct wooden dens. They also learn how to make pulleys and make their own play equipment, which provides excellent opportunities for them to develop their problem-solving skills.
- Managers are highly reflective and extremely committed towards continually raising the quality of service to the highest possible levels. All staff carefully consider all children's individual needs and the needs of their families.

## What the setting needs to do to improve further

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

- continue to extend the excellent links with schools to further enhance the transition experience for children moving on to school.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed joint observations of children's activities with the pre-school manager.
- The inspector held a meeting with the pre-school manager.
- The inspector looked at relevant documentation, such as children's records, the pre-school's action plan and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents and discussed their views and opinions of the setting.

**Inspector**  
Susan Rogers

## Inspection findings

### Effectiveness of leadership and management is outstanding

Managers and staff are inspirational and encourage high aspirations for all children throughout the pre-school. For example, they currently plan to further extend the highly successful partnership with local schools, so that children will continue to be exceptionally well prepared for their transitions to school. The arrangements for safeguarding are effective. Staff are very secure in how to respond should they have concerns regarding a child's welfare. Managers ensure there are high quality opportunities for staff to progress in their professional development. Training for staff is very carefully selected to both keep their knowledge up to date and meet children's interests or specific needs. Therefore, staff continue to develop their excellent teaching skills.

### Quality of teaching, learning and assessment is outstanding

Staff rapidly respond to children's individual experiences and interests to ensure resources capture their imaginations. For example, staff provide excellent support for children's early investigative skills. They instigate discussions and conversations that encourage children to look at their activities more closely. When a group of children investigate what happens when it rains, they discuss which containers can collect rain and which ones cannot. After the activity, children proudly share their drawings of what they did and discuss this with their friends during a whole-group activity. This promotes children's confidence and their ability to speak in front of others. Staff successfully promote all areas of mathematics. Children are encouraged to understand the concept of number through comparing volume and size, and calculating how many children line up to go indoors. Staff also promote literacy very well. Children listen avidly at story time. Staff are immensely skilled at promoting children's sense of awe and wonder. They are greatly inspired by how staff tell the story and offer many suggestions about how a problem can be solved before the story ends.

### Personal development, behaviour and welfare are outstanding

Staff help children with innovative strategies to support their well-being and confidence. Staff are highly attentive to children's individual healthcare needs and seek out additional training and skills so they can fully and safely support children. Children become exceptionally self-reliant. They develop excellent levels of independence and proudly help with the pre-school routines such as tidying away toys and resources. Children's behaviour is exemplary at all times and they form firm friendships. They are eager to help others and demonstrate kindness and sensitivity towards others in their community and the wider world.

### Outcomes for children are outstanding

All children make rapid progress. Children are very confident. They are eager and highly enthusiastic learners. They engage in a wide variety of enjoyable activities that capture their interests. Children gain excellent mathematical skills in number. For example, most children recognise numerals and they can subtract from and add to numbers. Children also gain excellent skills in writing. For example, most children can write their own name. Children gain superb skills for their future learning and their move on to school.

## Setting details

<b>Unique reference number</b>	218214
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10072565
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Rolleston Pre School Playgroup & Toddlers Committee
<b>Registered person unique reference number</b>	RP908699
<b>Date of previous inspection</b>	22 June 2016
<b>Telephone number</b>	01283 247523

Rolleston Pre-School Playgroup was registered in 1992. The pre-school employs eight members of childcare staff. Of these, two have early years professional status and two staff have qualified teacher status. One member of staff has an appropriate early years qualification at level 4, two staff have a level 3 qualification and one member of staff is qualified to level 2. The pre-school opens Monday to Friday during term time. Sessions are from 9am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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