

<b>Inspection date</b>	9 July 2019
Previous inspection date	11 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

- The manager creates a culture of reflective practice, which contributes to the continuing improvement of the pre-school. Staff keenly develop their qualifications, skills and knowledge to help improve their practice. For example, they use signing and visual aids to better support children who are learning English as an additional language.
- Staff monitor individual children's progress accurately. They quickly identify those at risk of falling behind and secure timely interventions. Children with special educational needs and/or disabilities (SEND) are supported very well and make good progress.
- The well-qualified and dedicated staff create an inclusive atmosphere where children and adults feel valued, supported and part of the group, regardless of their background or ability.
- Children learn from the kind, positive behaviour of staff and treat those around them with respect. They behave very well.
- The manager and staff have highly effective partnerships with parents, other professionals and other early years settings that children also attend. This helps to provide consistency in children's care and learning.
- Children progress well overall in mathematical development. However, staff do not consistently recognise opportunities to introduce and reinforce mathematical concepts and vocabulary in children's play and activities.
- The manager does not make full use of children's assessment data to compare the progress made by different groups of children over time.

## What the setting needs to do to improve further

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

- make the most of opportunities to introduce and reinforce children's understanding of mathematical ideas and language
- make further use of assessment data to monitor the progress of groups of children, and target teaching to narrow any identified gaps in learning between groups.

### Inspection activities

- The inspector observed the quality of teaching during activities, in all the rooms and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the manager, staff and children at convenient times during the inspection.
- The inspector sampled various documents, including evidence of staff suitability records and the setting's policies.
- The inspector took account of the views of parents spoken to on the day of inspection and those expressed in letters.
- The inspector carried out a joint observation with the manager and held discussions throughout the inspection with the manager.
- The inspector held discussions with the special educational needs coordinator.

### Inspector

Rachel Edwards

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff fully understand their safeguarding responsibilities and the procedures to follow if they have any concerns about a child's welfare. The manager and staff implement thorough procedures to help keep children safe. These include daily risk assessments, a secure entry system and effective child supervision. Managers follow robust recruitment procedures and ensure staff's ongoing suitability. Staff work in close partnership with other schools and professionals to meet children's individual needs. For example, the manager meets with school staff to discuss how they can best prepare children for starting school.

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

Staff place a strong focus on developing children's listening and communication skills, which especially benefits the high number of children whose home language is not English. For example, staff use signing and picture prompts to help children understand, and their animated storytelling captures children's imagination and teaches them new words. Staff use small focused groups very effectively to support language and early literacy skills. Their playful approach makes learning fun. Staff encourage parents to be involved with their children's learning, which significantly enhances the progress children make. For example, they set a weekly 'family challenge', such as doing a science experiment at home or 'writing' and posting a letter. Staff encourage children to enjoy exploring music and creativity. For example, staff provide regular movement and singing activities and children create individual pieces of art using a variety of materials. Children learn about the natural world, for example by growing plants or studying ants in the garden.

### Personal development, behaviour and welfare are good

Staff praise children as they learn new skills, so they are confident to have a go and persevere with difficult tasks, such as learning to write their name. Children learn friendly behaviour and show concern when others are upset, demonstrated as they hug a friend who is crying. Staff promote children's good health. For example, they give parents guidance on healthy eating and bedtime routines, to help ensure children are well fed and get enough sleep. Children learn to manage their personal care very well, for example opening packets in their lunch box, using the toilet and changing for physical education sessions. Staff encourage children to be physically active and to take sensible risks, such as stretching over a gap to scramble up the climbing frame. Children learn to value the differences between themselves, their friends and the wider world. For example, staff invite parents to share their different cultures with the children.

### Outcomes for children are good

Children are motivated and eager learners. All children make the progress of which they are capable, including those with special SEND and those learning English as an additional language. Younger children confidently explore their surroundings and learn to socialise, and older children achieve well in their early writing and reading skills. Children are friendly and independent. They are gaining good skills in readiness for school.

## Setting details

<b>Unique reference number</b>	EY492977
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10076549
<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 - 4
<b>Total number of places</b>	63
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Central Pre-School Committee
<b>Registered person unique reference number</b>	RP520068
<b>Date of previous inspection</b>	11 April 2016
<b>Telephone number</b>	01793 617484

Central@rlk registered in 2015 and is located in a former children's centre building in Swindon, Wiltshire. The setting is open between 9am and 3pm, Monday to Friday, during term time only. There is also a breakfast club between 8am and 9am and an after-school club between 3pm and 6pm. The manager holds an early years degree and there are 12 other members of staff, six of whom hold appropriate early years qualifications at level 3 or above. The setting receives funding to provide free early education for children aged two, three and four years.

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