

Rushwick Pre-School

c/o Rushwick Primary School, Upper Wick Lane, Rushwick, Worcester,
Worcestershire, WR2 5SU



Inspection date

Previous inspection date

15 December 2017

2 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 use good methods of teaching to support children in their ongoing development. They provide children with a varied range of activities indoors and outside. These are based on children's current interests.
- Children are happy and settled at the pre-school. They arrive happily and quickly settle to their chosen activity. Staff are friendly and welcoming. Children form good bonds with staff and make good friendships with others.
- Parents spoken to on the day of inspection are very positive about the pre-school. They are pleased how well their children have settled and happy with the progress they are making. Parents say the staff are, 'Fantastic' and that they, 'Could not ask for more'.
- Managers and staff are passionate about providing good-quality care and education for all children. They are ambitious and reflect well on current practice. They seek children's and parents' views and use these to help identify further ways for improvement.

It is not yet outstanding because:

- Staff do not always keep children fully engaged during the changeover of routines, resulting in them becoming distracted in their learning.
- Staff's professional development does not focus sharply enough on raising the quality of practice to the highest possible level.

What the setting needs to do to improve further

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

- help children to remain consistently focused and engaged in their learning
- focus staff's professional development to deliver the highest quality of provision and excellent outcomes for children.

Inspection activities

- The inspector observed the quality of teaching and learning during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector sampled a range of documentation, including policies, children's records and evidence of staff suitability.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Amanda Tompkin

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff are trained in child protection issues and understand the procedure to follow should they have concerns about a child's welfare. They are aware of the potential risks to children being drawn into dangerous situations. Staff receive ongoing supervision meetings with management and they are regularly checked for their suitability to work with children. Staff supervise children well, the required staff-to-child ratio is maintained and staff are deployed effectively to help ensure children's safety. Children's accidents are appropriately dealt with and parents are kept well informed. Parents are regularly updated about their child's progress and are supported well to continue with their learning at home.

Quality of teaching, learning and assessment is good

Staff plan activities that support each child's individual learning needs. They use their own observations, along with information provided by parents about what children can and cannot do. Staff monitor children's progress regularly to ensure that any gaps in learning are identified and acted upon. Staff use additional funding the pre-school receives well to provide additional support and resources for children. Staff use the outdoor environment to provide opportunities for children to be physically active and explore and investigate. For example, staff provide children with magnifying glasses and encourage them to look at the changes they can see in the melting snow and ice.

Personal development, behaviour and welfare are good

Children's behaviour is good. Staff act as good role models and offer children age-appropriate guidance and reminders so that they know what is expected from them. Staff promote children's independence well. Children are encouraged to help with their own self-care needs, such as putting on their outdoor clothes ready to play outside. They enjoy healthy and nutritious meals and snacks and learn about a healthy lifestyle. Lunchtime is a sociable occasion where staff sit with them and chat about the events of the day so far. Staff use plenty of praise and encouragement. This helps children to join in with new activities and develop a 'have a go' attitude to learning.

Outcomes for children are good

Children are making good progress from their starting points. They are gaining the necessary skills they need to prepare them for their move to school. Children use their imaginations as they engage in role play, pretending to make a cup of tea for staff and visitors. They respect similarities and differences and learn about a range of festivals and cultural events. Children learn to recognise the letters of the alphabet and the sounds they represent, and most are able to recognise their own name. They enjoy drawing and making marks for different purposes. Children happily share and take turns in their play.

Setting details

Unique reference number	205296
Local authority	Worcestershire
Inspection number	1103093
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	22
Number of children on roll	43
Name of registered person	Rushwick Pre-School Committee
Registered person unique reference number	RP518268
Date of previous inspection	2 October 2014
Telephone number	01905 420901

Rushwick Pre-School registered in 1989. The pre-school employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two hold level 2. Sessions are from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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