

Inspection date	6 June 2017
Previous inspection date	15 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- The leaders and managers evaluate their practice well. They regularly seek the views of the parents and other professionals to help them reflect on what they do.
- Staff establish strong partnerships with the parents. For instance, they offer weekly sessions that the parents can be involved in with their children. They keep parents well informed about their children's learning so that they can support learning at home.
- Managers and staff are extremely committed to protecting the welfare and safety of the children. The environment is organised well and the staff assess risks to ensure the setting is safe for children and they have freedom to make their own choices.
- Staff use successful strategies to support the children with their language and communication skills. For example, the use of picture cards helps the less verbal children to communicate their needs well.
- Children are challenged to make good progress in their development. Staff praise the children and encourage them to practise and develop their skills. For example, staff motivate the younger children to learn to use scissors to cut out their pictures.

It is not yet outstanding because:

- Although children behave well overall, staff do not consistently help the younger children to gain a deeper understanding of the consequences of their actions.
- Children do not have enough opportunities to develop early reading skills, learn that print carries meaning and begin to recognise familiar words.

What the setting needs to do to improve further

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

- help younger children to develop a greater understanding and awareness of the consequences of their actions
- increase opportunities for all children, including those who speak English as an additional language, to develop early reading skills, begin to recognise familiar words and understand that print carries meaning.

Inspection activities

- The inspector took into account the views of the parents spoken to on the day of the inspection.
- The inspector observed the quality of teaching and the interactions between the staff and children.
- The inspector looked at written documents, including staff files, policies, procedures and risk assessments.
- The inspector held a leadership and management meeting with the manager and spoke to the staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge and understanding of the local safeguarding procedures and what they should do if they have concerns about a child's welfare. The leaders and staff work closely with other professionals to support the children and their families. For example, staff are involved in meetings to share information and gain further support. Staff take part in regular team meetings and access training to keep their knowledge relevant and up to date. The management uses additional funding well to support the needs of the children in the setting.

Quality of teaching, learning and assessment is good

Staff know the children well and they accurately establish starting points for every child in the setting. For instance, they work with the parents to get to know the children's individual needs. Staff make regular observations and assessments of children's learning to enable them to track their progress. They plan for each child, focusing on ways to close gaps in their development. Children's early writing skills develop well. For example, staff support children to write their names. They help them to sound out their names and link the sounds to letters. They help them to look at how each letter is formed. Staff encourage the children to be independent in their learning. For example, the children enjoy mixing ingredients to make play dough. They experiment with different quantities of food colouring to change the colour of their mixtures.

Personal development, behaviour and welfare are good

Children are confident and happy. Staff encourage the children to be independent in meeting their own needs. For example, they use jugs to pour themselves drinks and they put their coats and shoes on independently. Children benefit from lots of opportunities to be physically active. For instance, they spend time outdoors using the bicycles and scooters to develop their large muscles. Children are proud of their achievements. For example, they confidently show their artwork to staff and their peers. Staff successfully support the children with the move on to school. For instance, they provide transition days at the end of the holidays to help the children to get back into routines before they go to their new school.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in their learning. Children are eager and well-motivated to be involved in activities. They form a good mathematical awareness. For example, they spend time measuring themselves and talking about who is the tallest and who is the smallest. Children are well prepared for the next stage of their learning and the move on to school.

Setting details

Unique reference number	EY368249
Local authority	Wiltshire
Inspection number	1099495
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	25
Number of children on roll	39
Name of registered person	The Rise Trust
Registered person unique reference number	RP530600
Date of previous inspection	15 November 2012
Telephone number	01249 463040

EEC @ RISE registered in 2008 and is located on the site of St Paul's Primary School, in Chippenham, Wiltshire. The pre-school operates Monday to Thursday from 8.45am to 2.45pm, and on Friday from 8.45am to 11.45am. Children attend after school from 3pm to 6pm, Monday to Friday. The setting receives funding for the provision of early years education for children aged two, three and four years. There are five members of staff working directly with the children. Of these, three hold relevant childcare qualifications at level 3, one holds a qualification at level 6 and one is a qualified teacher.

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