

Inspection of RISE Pre-School @ Spring

Frogwell Spring Rise Childrens Centre, Frogwell, Chippenham, Wiltshire SN14 0DH

Inspection date: 1 December 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Warm and friendly staff welcome the children into this inclusive environment. The children enter excited to see their friends and staff. They freely explore the play environment and choose what they want to play with. Older children call the staff by name, inviting them into their play. The staff work hard to form strong bonds with the children and their families. This helps the children feel safe and secure. The staff give the children lots of cuddles and praise to strengthen their confidence and self-esteem.

The children enjoy the safe, enclosed garden. They have fun as they run around playing 'tag'. The staff provide the children with ride-on toys and ball games. For example, the staff place a plastic fish high up on a post. They encourage the children to throw the ball and knock the fish off. The children take turns throwing the ball. They cheer and celebrate when they finally knock the fish off. This supports children's health and well-being while developing their muscles.

The children benefit from forest school sessions. They explore nature and learn about the world around them. For example, children go on bug hunts and learn about the different seasons. This supports children to gain an understanding of the world around them.

What does the early years setting do well and what does it need to do better?

- The manager and her team have created a curriculum that follows the lead of the children. They plan a range of activities around the children's interests and their next stages of learning. However, the environment does not have activities set up to spark children's curiosity and inspire new learning. This means that, at times, children become disengaged and their behaviour becomes challenging, which disrupts other children's learning.
- The children enjoy listening to the staff read stories and sing songs, which encourages a love of literacy and further supports language development. For example, staff allow the children to choose a picture from the story sack. They discuss what they can see in their picture and where it belongs in the story. During the story, the children become excited when it is their turn, and they wave their pictures in the air.
- The staff feel fully supported by the management team. They have regular meetings to discuss their professional development. The manager gives constructive feedback to highlight strengths and areas for improvement. The staff attend frequent training days to further extend their knowledge and understanding. The manager conducts well-being meetings to ensure staff feel appreciated and valued in their role.
- Children with special educational needs and/or disabilities (SEND) receive lots of

support. Staff quickly identify children who need additional support, and they make appropriate referrals. The manager spends additional funding effectively on staff training and resources. Staff successfully use strategies such as visual aids, sign language and small-group time to help children gain confidence and make progress. The leaders make links with other professionals and schools to create plans and targets to further support children's learning. Families of children with SEND feel fully supported by the pre-school. This enables children to make progress from their starting points.

- The staff support children to be independent. They teach younger children the steps to do things for themselves. For example, when children struggle to put on their shoes, staff help by showing the children how to put their shoes on their feet. They allow the children to do some stages by themselves. This gives children valuable life skills and develops a willingness to give things a go.
- Parents praise the pre-school for its continued support and guidance. They feel comfortable discussing any concerns or worries they have with the team. The manager signposts vulnerable families to the children's centre, where they can gain extra information and help. Parents feed back that staff prepare children well for school. They notice their children growing in confidence and becoming more independent. The parents receive informative daily handovers and enjoy the photos shared by the staff of the children's day. However, parents would like to know more about their children's development and their next stages of learning. This will enable them to further support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team understand their responsibility to safeguard children from harm. They can identify the signs and symptoms of abuse, including female genital mutilation and domestic violence. Staff feel confident in reporting any concerns regarding a child or any allegations against staff to the relevant authorities. Staff attend refresher courses to keep their safeguarding knowledge up to date. The manager follows a rigorous and effective recruitment procedure. She conducts checks to ensure all staff are suitable to work with children.

What does the setting need to do to improve?

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

- consider setting up activities in the environment for children to independently explore, to spark new learning and curiosity
- share information with parents about children's next steps in learning more effectively so they can support their children's development at home.

Setting details

Unique reference number	EY447621
Local authority	Wiltshire
Inspection number	10233827
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	27
Name of registered person	The Rise Trust
Registered person unique reference number	RP530600
Telephone number	01249464008
Date of previous inspection	6 January 2017

Information about this early years setting

RISE Pre-School @ Spring registered in 2012. It is located in Frogwell in Chippenham, Wiltshire. It is one of three Rise Children's Centres in Chippenham. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The centre operates on weekdays from 8.45am until 2.45pm, during school term times. It employs six staff; of these, one holds a relevant qualification at level 4 and the remaining staff have qualifications at level 2 and above.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the manager completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during both indoor and outdoor play and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager and the CEO to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their written testimonials.
- Children spoke and engaged with the inspector during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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