

# Roman Road Pre-School

Inspection report for early years provision

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**Unique reference number** EY410899  
**Inspection date** 08/11/2010  
**Inspector** Lynn Hartigan

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Roman Road Pre-School has been registered since 2010, under new management. However this is an established group that has been operating from the same premises since 1988. It is privately owned and run by two managers. The pre-school operates from several rooms within the United Reformed Church in Ingatestone, Essex. There is an enclosed garden available for outdoor play.

Roman Road pre-school is registered to care for 36 children, aged between two and five years, at any one time. The provision is registered on the Early Years register.

The pre-school opens each weekday morning during school term time, from 9.15am until 12.15pm. There are strategies in place to support children with special educational needs and/or disabilities and children learning English as an additional language.

The pre-school employ eight members of staff, including the managers, of whom four have appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall this setting is good and ensures children progress well through the Early Years Foundation Stage. The provision for the children's emotional well-being is also good. Children are happy and settled as a dedicated staff team ensure their individual needs are supported within an inclusive and safe environment. Good opportunities are in place to communicate with parents and effective partnership enhances the children's time at pre-school. Staff value children's uniqueness and emphasis is given to inclusion to ensure their individual needs are supported. Systems are developing for self-evaluation and include children, parents and all staff's views .

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further a systematic and routine approach to using observations in order to plan the next steps in children's developmental progress
- update the record of risk assessment to include any assessments of risks for outings

## **The effectiveness of leadership and management of the early years provision**

Good safeguarding procedures are in place which include recruitment, induction and appraisals. All staff members and students complete appropriate checks before commencing work with the children. The safeguarding policy is clearly understood by all staff members and ensures children's well-being is not compromised. It is an expectation that all staff members complete training with regard to safeguarding. The setting is secure, visitors are required to sign a visitors book and are informed of the fire evacuation procedures to ensure their safety. Fire drills are practised regularly.

Risk assessments completed daily ensure the environment and activities both indoors and outdoors remain safe for children. Staff are able to demonstrate their procedures with regard to risk assessments for outings, however these are not in writing. Children learn about keeping themselves safe through activities and project work such as visits to the fire station and discussions around people who help us.

The new managers are committed and dedicated to providing high quality child care and education. They are supported by their staff team who feel valued and encouraged to progress in their own personal development. All staff appear enthusiastic and are embracing changes and new ideas to further develop the pre-school. For example, routines are offered to enable children to become more independent and initiate their own play and providing more opportunities are provided for learning in the outdoor environment.

Policies and procedures underpin the setting's practices and these are currently being reviewed to reflect the changes that have been implemented. Some of these are displayed on notice boards and are detailed within the prospectus for parents. Staff consistently work hard to ensure communication systems for parents are accessible. Staff welcome parents into the pre-school daily and chat informally with regard to their children's day and they encourage parents to become involved in their children's development and learning. Spoken references from parents indicate that they are extremely happy with every aspect of the care offered to their children. One comment stated that they felt the pre-school was "very nurturing". Staff are friendly and approachable and speak intuitively of children in their care. Children's developmental records are readily available to parents on request.

Training is encouraged and supported and all staff speak of being valued and able to share ideas and contribute to the development of the setting. A good self evaluation process is developing with regard to the provision and enables the management and staff to identify good practices and areas for improvement. The staff team have some links with outside agencies such as the Early Years development officer.

## **The quality and standards of the early years provision and outcomes for children**

Children are able to play in a bright, clean, spacious hall. The staff work well within the restrictions imposed and create a fun and welcoming environment. Activities are readily set out and staff greet the children on entry, as a result children happily leave their parents and engage in activities of their choice. Children have great fun watching a dog trainer who is visiting the pre school with his pet dog. They watch with great delight and fascination as the dog jumps hurdles and sits to command.

A wide selection of good resources are available to the children although these are not easily accessible and children are limited in what they can self-select. However this has been acknowledged by the staff and good strategies are in place to promote further opportunities for the future. There are defined areas within the hall, such as creative and imaginative areas, and a cosy book corner. An additional room is used for quieter activities and group work. Here children enjoy using the musical instruments and sit patiently, taking turns to listen to their friend's instrument. Discussion around the sounds encourages the children to think and use a wider vocabulary.

Equal attention is given to all six areas of learning and all staff have a sound understanding of child development and how children learn. Children are provided with a range of play and learning opportunities as staff use their knowledge to support the children's ideas and interests. Observations are made and are used to inform the planning. Although staff are very intuitive and knowledgeable of the children in their care, the next steps of learning are not always identified and used effectively within the planning.

A small outdoor play area is available and is used throughout the year. Children happily wrap up warm and put on Wellingtons to enjoy fresh air even when it is raining. They have great fun jumping in small puddles and digging through the sawdust to find hidden bugs. Dens are made both indoors and outdoors and children thoroughly enjoy this activity.

Children's behaviour throughout the pre school is good. Staff are good role models and speak to the children with respect and at their level of understanding.

Children's health and welfare is promoted well. They are able to access drinks throughout the session to encourage independence, although these are not easily accessible. Individual dietary needs and allergies are catered for with the provision of healthy snacks and strategies are in place to ensure these are met. Children enjoy bananas, raisins, water and squash at snack time and sit in small groups discussing what they have been doing and the importance of nutritious snacks. Children are encouraged to pour their own drinks and occasionally prepare their own snacks, such as fruit kebabs.

Independence is encouraged with regard to personal hygiene and children are supported to visit the bathroom alone, however a staff member is always on hand should a child need help. Prompt posters remind children to wash their hands. As a

result children become confident and independent and have good self-esteem.

The pre school has an informative equal opportunities and diversity policy which supports their practises. Children learn about and celebrate different cultures and traditional days as these are incorporated within the planning. This enables children to have an understanding of the wider world and embrace differences. Some toys and resources that represent diversity are available to the children.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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