

# Ring Of Roses Pre-School

Inspection report for early years provision

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220092

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09/05/2011

**Inspector**

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**Setting address**

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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**

Ring of Roses Pre-school was established in 1996 and operated by a voluntary management committee. It operates from Great Doddington Memorial Hall in the village of Great Doddington near Wellingborough. The pre-school has access to a large hall, kitchen and toilets. There is a small enclosed outdoor play area and they have use of a recreation park for outdoor play.

The pre-school is open Monday to Friday mornings from 9am to 12noon, during term time only. An optional lunch club is available on Mondays, Wednesdays and Thursdays from 12noon to 12.45pm.

The pre-school is registered on the Early Years Register for 34 children. There are currently 37 children on roll, of whom 25 are in receipt of funding for Early Years Education. Children attend for a variety of sessions. The children come from the local village, the surrounding rural areas and from the nearby town of Wellingborough. The pre-school supports children with special educational needs and/or disabilities and also children who have English as an additional language

There are six permanent members of staff, of whom, three hold appropriate childcare qualifications. The pre-school receives support from the local authority and is a member of the Pre-School Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

This is a very friendly and inclusive setting where the staff team work very hard under challenging circumstances to deliver the Early Years Foundation Stage. Staff sustain generally good quality interaction with children to draw learning from play and promote positive attitudes to learning. Children make satisfactory progress in their learning and development, although, planning, observation and assessment systems are currently being developed and some planned activities lack challenge for the older or more able children. Some aspects of children's welfare are promoted well and there are suitable partnerships with parents and carers. Committed leadership and emergent self-evaluation secure the pre-school's positive capacity for continuous improvement.

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

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

- develop the quality of activities and the educational programme for all areas of learning and in particular for communication, language and literacy and problem solving, reasoning and numeracy
- develop the use of the information gathered from parents to establish a starting point on entry

- improve the recording of children's attainment to secure children's progress towards the early learning goals, for example, through the use of the criteria in the Practice Guidance for the Early Years Foundation Stage
- improve the systems for recording risk assessment for the indoor and outdoor environment and increase the frequency of fire drill practice
- lead and encourage a culture of reflective practice, appropriate self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

Children's welfare is sufficiently promoted as the pre-school has generally effective safeguarding procedures. Staff attend regular training and review their procedures to ensure that they keep up-to-date with this area of work. The pre-school keeps an appropriate record of the checks completed to ensure that all staff are suitable to work with children. Risk assessments and daily checks are carried out to ensure that hazards are minimised effectively. However, the recorded information is in several different places and fire drill records show that practises are insufficiently frequent to ensure that every child experiences the drill on a regular basis. Good daily practice, such as, ongoing explanations from staff, reinforces children's understanding of safety issues. For example, children are reminded that running about indoors may cause accidents. The identity of visitors is checked and an appropriate record of the visit is kept, including times of arrival and departure.

The available resources are used generally well and the pre-school now benefits from a new outdoor area. Management is committed to updating staff knowledge and has a considered approach to change, steadily introducing improvements to the service in consultation with staff, parents and the advisory services. However, the pre-school is currently using an inappropriate format for recording self-evaluation. Staff hold appropriate levels of qualification and work very well as a team, helping to create a positive environment where children feel secure and happy. The pre-school makes appropriate use of available community resources and joins in with local school activities whenever possible. For example, children attend the Christmas and Easter festivals and the pre-school raise funds at a stall at the school summer fair. Representatives from the local gardening club visit to involve the children in planting out the hanging baskets which adorn the Memorial Hall during the summer months.

The pre-school has a suitable working relationship with the adjacent village school and the staff are alert to the early signs of needs of the children that could lead to later difficulties. They respond quickly and appropriately, involving other agencies as necessary, to promote consistent and appropriate care for children. Parents receive thorough information about the setting and their children's progress, for example, through newsletters, daily talks with staff and review meetings with their child's key person. Staff observe each child at play in order to understand and support their individual well-being and development, enabling each key person and family to work together. Staff have a clear understanding of anti-discrimination,

enabling them to implement appropriate policies and provide a service which is inclusive for all children and their families. They work with parents and carers to ensure that they understand each child's background and culture and are, therefore, able to meet their needs and promote children's awareness of individuality.

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

Children experience an enjoyable programme of learning and development at Ring Of Roses Pre-School. They are generally well-supported by the friendly and caring staff who work hard to meet their individual needs. The daily routine supports some effective learning. For example, children learn to recognise their names as they self-register at snack time and read the name cards to identify their personal coat-peg. Children's enjoyment is enhanced and their learning is effectively extended because staff join in appropriately with their play and discussions. For example, a member of staff notices children playing with hairdressing heads and asks if she can have an appointment to have her hair done. She engages them in discussion whilst the children style her hair and explores their experiences of visiting the hairdressers. Staff speak clearly and calmly at all times, asking open questions and continually extending children's understanding. They acknowledge children's achievements with praise and actively promote children's independence. They include teaching about colours and counting in their commentary so that children learn effectively through play-based activities. Group activities and songs contribute positively to the quality of the provision. However, sometimes the staff exhibit low expectations of children's abilities and some activities are not particularly exciting or stimulating. For example, an art and craft activity merely requires children to glue pre-cut shapes onto paper.

The learning environment promotes children's progression towards the early learning goals. The space inside the premises is bright and thoughtfully set out to create play areas which reflect the six areas of learning, whilst the outside play area is used regularly to provide additional play opportunities for the children. Play and exploration is generally planned and purposeful and takes place both indoors and outdoors, with a balance of adult-led and child-led activities that results in children being happy, active learners. Although, staff members gather some basic information from parents and carers when children join the pre-school, this does not contribute towards a useful baseline assessment from which to measure children's progress. Identified learning intentions are matched to the criteria in the Early Years Foundation Stage but these are often aimed at the lower range of attainment, providing insufficient guidance for unqualified staff. This means that some adult-led focus activities are planned with inappropriately low expectations of children's capabilities. Staff observe children as they play and record comments under the six areas of learning in the children's folders. However, the records of some children are not being updated with sufficient frequency to provide a clear picture of their progress over time and tracking documentation shows minimal information about children's progress in some aspects of literacy and numeracy.

A rolling snack time provides some good opportunities for children and adults to interact in small groups and to promote problem solving, reasoning and numeracy. However, staff do not always understand how to effectively draw the learning from the routine and intervene inappropriately, despite well-meaning intentions. For example, staff count out the cubes of cheese instead of giving the children time to work this out for themselves. When some children find pouring their own drink challenging, the staff step in too quickly to complete the task for them. Children's behaviour is managed well by the staff and in a manner appropriate for their stage of development and particular individual needs. Children learn about the relevance of healthy lifestyles and develop skills for the future as they become independent, share ideas and work together. Children's self-esteem is promoted as they are offered opportunities to talk about themselves, their families and recent experiences.

## 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> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### 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>            | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources   | 3 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding  | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships  | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 3 |

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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 3 |
| The extent to which children adopt healthy lifestyles            | 3 |
| The extent to which children make a positive contribution        | 3 |
| The extent to which children develop skills for the future       | 3 |

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