

# Roydon Early Years Ltd

The Village Hall, High Road, ROYDON, Norfolk, IP22 5RB

## Inspection date

Previous inspection date

11/09/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- The successful key person system helps children form secure attachments and promotes their welfare, ensuring they have their individual needs met and progress well.
- Effective partnership working ensures parents are kept well informed of their child's progress and interests on a daily basis and in a variety of ways.
- Successful recording systems ensure that children are well prepared for the next steps in their learning. Transitions within the setting and into school are well supported by the staff.
- Children's personal, social and emotional development is given high priority. Children are happy and confidently explore their environment, moving freely between both rooms and the outdoors.

### It is not yet outstanding because

- Although self-evaluation takes into account the views of staff, parents and children, it does not yet fully cover all aspects, for example the sharing and discussing of information when introducing new children into the setting.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the two rooms and the outdoor learning environment.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, the provider's self-evaluation and action plans and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day of inspection and information included in the self-evaluation documents.
- The inspector held meetings with the supervisor of the provision and spoke to staff and volunteers.

## Inspector

Moira Oliver

## Full Report

### Information about the setting

Roydon Early Years Ltd was first opened in 1974 as Roydon Pre-school and re-registered in 2012 due to a change of name. It operates from two rooms in the village hall in Roydon, near Diss. The pre-school serves the local area and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term times. Sessions are from 9am

until 12pm, however children can stay for a lunch club until 1pm. Afternoon sessions run on Wednesdays, Thursdays and Fridays from 12pm until 3pm.

Children are able to attend for a variety of sessions from 9am until 3pm. A maximum of 38 children may attend the pre-school at any one time. There are currently 36 children attending who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register and provides early education for three- and four-year-olds. The pre-school supports children with special educational needs and/or disabilities and children who are bilingual.

The pre-school employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at Level 2 and Level 3. The supervisor is qualified to Level 5 and working towards an early years degree and Early Years Professional Status. One member of staff and two volunteers are currently working towards a qualification. The pre-school receives support from the local authority.

### **What the setting needs to do to improve further**

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

- review monitoring systems, for example the gathering of information from the parents, to ensure that the child's needs are quickly identified and discussed in detail at the time of the child starting at the setting.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are happy, confident and enjoy learning through their play. Their learning and development is supported well by practitioners who have a good understanding of how to capture children's interests and engage them in play. Children are encouraged to make choices throughout the session and move with confidence, exploring all areas of the provision. Although children have their own room as a base, they are able to move between both rooms and the outdoors throughout the session, accessing activities and playing with children across the age range. Staff work with a high adult-to-child ratio to ensure they can cover all areas effectively to allow the children this freedom.

Very well-presented assessment records follow the children's progress and are effectively used to plan a variety of interesting and challenging activities which cover all areas of learning. Parents take the records home every half term and some add their own valuable comments and observations, getting involved in recording their child's learning. Staff inform parents on a daily basis about the activities that their children take part in. This is done through daily discussions, photographs, the website, a notice on the door and entries in children's individual records, providing parents with quality information that they

can discuss with their children at home. For example, parents notice their children role playing stories at home that they have enjoyed earlier at the setting and are able to join in and talk to their children about them.

Transitions within the setting are made easier for the children as they are already familiar with all areas, rooms and staff. Successful handover systems ensure children are introduced to their new key person and able to build close relationships. Transitions into school are well supported as staff make and share books and cards with photographs of their new school and several visits are arranged.

The environment is well resourced and set out invitingly with many items available for children to self-select. Staff plan well for their individual children, ensuring that the observations are assessed and their next steps in learning recorded and fed into the planning. Staff are knowledgeable about how children learn and often use open-ended questions to encourage the children to think for themselves. They provide challenge for the older, more able children as they extend activities for writing by book making. Children have many opportunities to explore a range of textures as they delight in making patterns in foaming soap. They clap their hands and watch as it sprays off, looking like falling snow.

### **The contribution of the early years provision to the well-being of children**

Children are supported to build close relationships with their key person and make special friendships with their peers. For example, children seek out their key person to come and join in with their play as they explore the resources for collage and involve them in hunting for additional boxes. Older children help new children to settle, offering toys and hugs as they introduce them to the resources and share them. Staff help children to recognise when their actions hurt others and work closely with parents to ensure a consistent approach.

Staff get to know the children very well, building a secure knowledge of their needs and interests. They receive training and work closely with parents and other professionals to ensure any additional or medical needs are met to a high standard. Staff are vigilant, and extremely comprehensive records are kept of any accidents and medication provided.

Children choose when they have their snack and independently serve themselves with fruit, salad vegetables, cheese and bread sticks and they pour their own drinks. They take part in discussions about healthy eating and many of them know which foods are good for them and which are not. Lunch times are sociable and children sit together and chat to each other and the staff. Staff keep clear and concise records about allergies and food preferences, ensuring children's needs are met and respected. The children take part in weekly physical education lessons and run around putting coloured tops onto cones. Older children are aware of their increasing heart beats and feeling puffed out.

Children learn to keep themselves safe as they take part in regular fire drills and learn

about road safety when out on visits. They take pride in their setting as they help to tidy away the toys to make a safe space for another activity.

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

The supervisor and deputies provide a strong leadership team, setting high aspirations for quality. They are dedicated to their roles and morale is high amongst the whole staff team. Staff's professional development is supported well through regular supervisions, appraisals and on-going training is encouraged. Regular monitoring of the provision ensures the setting is always evolving and improving. Staff have embraced new requirements and children's records, assessments and planning have been reviewed to reflect the changes in the revised Early Years Foundation Stage.

Rigorous recruitment systems are in place to ensure that all staff are suitable to work with children and have a secure knowledge of their roles and responsibilities. Staff have a sound understanding of safeguarding issues and procedures to follow. Systems are in place to monitor staff training to ensure it is up-to-date and clear, comprehensive policies support their practice. The premises are secure and thorough risk assessments ensure the children's safety.

Highly effective partnership working makes a significant contribution to ensuring that the children's needs are met and they receive the support they need. Partnerships with other professionals and agencies are well established and used to support the self-evaluation process. Strengths and weaknesses are identified and clear action plans are used to prioritise areas for development. However, self-evaluation does not yet take into account all aspects. For example, opportunities are not consistently made to share and discuss information from the parents about the child's needs at the time of the child starting at the setting. Therefore, there is occasionally an initial delay in identifying all needs to support the children more effectively.

The setting provides a welcoming, safe, secure and stimulating environment where children are happy, build confidence and are well supported in their learning and development. The high staff ratio ensures all children receive high levels of attention and support, enabling them to develop to their full potential.

**What inspection judgements mean**

**Registered early years provision**

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready

		for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY442818
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	783395
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	38
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Roydon Early Years Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07946688601

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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