

# Ring Of Roses Pre-School

Memorial Hall, High Street, Great Doddington, WELLINGBOROUGH, Northamptonshire, NN29 7TQ

## Inspection date

14/01/2014

Previous inspection date

09/05/2011

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

3

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

4

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

4

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

4

## The quality and standards of the early years provision

### This provision is inadequate

- Teaching is inadequate. Practitioners do not use assessments to plan suitably challenging, stimulating activities linked to children's needs and interests. Poor quality interaction with children during activities means they receive insufficient challenge. As a result, children do not engage fully in their learning or make the best possible progress.
- Key person arrangements are not effective. Most do not build warm, secure relationships with children. They do not seek or share sufficient information about children's care, learning and development, or keep parents updated about their progress. Too few opportunities are offered to help parents become involved and participate as equal partners in their children's learning.
- Weaknesses in leadership and management have a significant impact on the quality of teaching, daily practice and staff performance and there is no staff supervision in place. This adversely affects children's progress in their learning and development.
- The environment is not welcoming or stimulating and supervision of children is inconsistent, resulting in some children's unwanted behaviour going unchecked and the safety of other children being compromised.

### It has the following strengths

- Children enjoy healthy snacks and learn the benefit of exercise during walks around the village when they visit the local shop, park and church and become familiar with their locality.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 main playroom and on a walk outdoors.
- The inspector held a meeting with the manager of the provision and spoke to children's key persons as appropriate during the inspection.  
The inspector looked at children's records, planning, evidence of suitability of practitioners working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views of three parents through written feedback provided through the setting's current parent survey.

### Inspector

Deborah Hunt

## **Full report**

### **Information about the setting**

Ring of Roses Pre-School was registered in 1996 and is on the Early Years Register. It operates from Great Doddington Memorial Hall in the village of Great Doddington, near Wellingborough. The pre-school serves the local and surrounding areas and is accessible to all children. There is a small enclosed area available for outdoor play and children use the adjacent recreation park.

The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. One member of staff is working towards a level 3 qualification. The pre-school opens Monday to Friday from 9am until 12 noon during school term times only. An optional lunch club is available on Monday and Wednesday from 12 noon until 12.45pm. Children attend for a variety of sessions.

There are currently 22 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. They support a number of children with special educational needs and/or disabilities. They receive support from the local authority and are a member of the Pre-school Learning Alliance.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that each area of learning is implemented through high quality, planned, purposeful play, a balance of adult-led and child-initiated activities and a secure understanding of how each child learns best. Use this knowledge to plan challenging, stimulating and enjoyable experiences which focus on the prime areas of learning and allow children to engage deeply in their learning
- ensure that the daily experience of children in the setting and the overall quality of the educational programmes offered are enhanced by implementing a professional development programme to improve staff training, skills and knowledge and offer them a clear understanding of their roles and responsibilities
- embed the key person arrangements to ensure that practitioners; use information gained about children to plan educational programmes taking account of their individual needs and interests; help children feel secure and supported; develop strong, mutually beneficial relationships with parents/carers to offer consistency in children's learning between the setting and home learning environment
- ensure practitioners employ teaching strategies that help children develop the key skills needed for the next stage in their learning by; offering activities reflecting the different ways children learn through warm, positive interaction; regularly listening perceptively to, carefully observing and skilfully questioning children during activities to re-shape tasks and explanations
- develop the setting to offer children a high quality environment which is welcoming, safe and stimulating, through; the provision of a range of experiences which enable them to develop their growing independence and confidence; supervision of children during their time in the setting and management of some aspects of children's behaviour
- revise practitioner deployment to meet the needs of all children and ensure that they are appropriately supervised at all times during their time in the pre-school
- ensure that supervision arrangements are introduced and firmly embedded to foster a culture of mutual support, teamwork and continuous improvement to offer children and their families a continually improving experience.

## Inspection judgements

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

Children's learning and development is compromised because practitioners do not have an up to date understanding of the Early Years Foundation Stage. As a result, their knowledge of the learning and development requirements is lacking and the quality of teaching is inadequate. The educational programmes are not delivered through planned, purposeful play and learning which does not enable children to become deeply involved in activities. Parents complete an 'All about me' booklet when their children begin attending the pre-school. Practitioners use this together with their own observations, and conversations with parents, to complete a baseline assessment of children's learning within the first few weeks of attendance. However, they do not subsequently share details of children's progress with parents or offer suggestions to help parents promote their children's learning at home. Additionally, not all practitioners have high expectations of children based on their assessment of children's prior skills, knowledge and understanding on entry to the setting. Most practitioners do complete regular assessments of children but these are not used effectively to plan a variety of suitably challenging activities. They do not regularly listen perceptively to, carefully observe or skilfully question children during activities to re-shape tasks or offer explanations to improve learning. Only one practitioner displays practice rooted in a secure knowledge and understanding of how to promote the learning and development of young children. Practice is, overall, inadequate. Children are disinterested, spasmodic learners who do not often display the characteristics of effective learning. Practitioners use observations carried out to identify children's next steps in their learning and these are discussed at a monthly planning meeting. Activities for the following month are decided upon using children's interests as a focus. However, activities lack depth and challenge and too little attention is paid to offering a balance of adult-led and child-initiated play. Additionally, practitioners have too little understanding of individual children's specific learning needs or how to help them learn and develop. Consequently, children quickly lose interest in planned activities which limits their progress.

Children enter the pre-school ready to learn, but soon become demotivated as practitioners offer them little interaction and most activities are lack lustre and basic. For example, children chose their name card on entry, which they hang on a chosen coat peg in the hall and then come to sit on coloured shapes on the floor. Two children discuss which shape they will sit on and one tells their friend 'I am a king' showing them the crown they have found in the dressing-up box. However, the practitioner with them is busy marking children present in the register and settling a child who is upset, so is not free to join in with their conversation. Children gradually congregate and sing a 'hello' song together. There is no enthusiasm in the activity and children and the practitioner carry this out routinely, rather than through any interest. Children go off to play with activities set out around the room, but these offer little to engage their interest. For example, the drawing table holds a cardboard box lid which contains work sheets and plain coloured paper and some pencils. A cutting activity is set up elsewhere with scissors and a catalogue, and a play farm is laid out on the floor. These activities do not challenge children or encourage them to explore, investigate, think critically or problem solve.

Children do enjoy time spent in the reading area which has been developed as a 'communication friendly space' with floor cushions and a canopy. They gather round a practitioner who brings a favourite story alive for them, and they talk together about what they can see on the pages and discuss what is happening. For a short while, children are motivated and involved in their learning. However, during the session practitioners fail to extend children's knowledge, understanding or vocabulary as they do not meaningfully interact with children during their play. For example, children using the water tray seek to involve a practitioner who does not respond and, as the resources offered are basic, they lose interest. Children are physically active and enjoy helping a practitioner dry the slide brought in from outside for them to use. They discuss the cold weather and talk about the visit from 'Jack Frost'. They learn about ways to keep themselves safe as the practitioner teaches them why they dry the steps and put mats out around the slide before using it. However, once the activity is underway, children are left to their own devices and the slide is hardly used. Noise levels within the room are often high, and children who turn up the music they have chosen are told to turn it down. However, as the instructions are given without an accompanying explanation, they persist in repeating their actions. This adds to the general negativity of the learning environment.

Children with special educational needs and/or disabilities receive sensitive care and practitioners work well with parents and other professionals to offer them timely support and input. Practitioners offer children activities during the summer term which help prepare them in readiness for school. They set up part of the room as a classroom and children visit their allocated school to help them become familiar with where they will be going. However, because of the lack of effective teaching, children's understanding in the prime areas of learning does not receive sufficient emphasis. This means they do not always develop the key skills and attributes required to prepare them for the next stage in their learning.

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

The key person arrangements at this setting are inadequate. Most key persons do not build strong, mutually beneficial relationships with children or their families. Information is exchanged as children begin attending, but this drops off after the introductory visits. Parents appear awkward in the pre-school and uncomfortable with practitioners most of whom do not routinely offer them daily verbal feedback on their child's day or share their children's learning journals with them. At drop off and collection times the procedure is hurried and unsatisfactory for both children and parents as practitioners hurry to clear away and leave. Children do not show firm attachments to most practitioners and many act autonomously for much of the session, relying on one another rather than on the adults present. Some children become upset during the session and though they are comforted, this reflects how unsettled they feel because of the negative atmosphere within the setting. The environment is not welcoming and does not offer children a high quality learning experience as resources are old, tired and in need of replacement. Children do not, therefore, feel secure or develop the confidence to independently explore a wide range of resources and activities.

Children are supported as practitioners help them remember the setting rules for active play at one end of the room only. Older children wash their hands independently and younger children do so with support at appropriate times to help avoid the spread of germs. They keep healthy as they enjoy regular fresh air and exercise during walks within the village and visit the park where they use a range of different apparatus and equipment. Practitioners manage children's behaviour calmly and appropriately and most children behave well. However, supervision of children is not consistently good and this sometimes results in children's unwanted behaviour going unchecked. As a result, other children become upset and their well-being is not fully protected. Children learn about difference and tolerance as they study customs and festivals from other cultures, such as Chinese New Year and Diwali. Children are offered healthy and nutritious foods at snack time. Practitioners talk to them about the benefits of eating healthily and they study and eat beans, peas and tomatoes they have grown to learn about foods which are good for them.

There is good partnership working with the adjacent school and many children attending move onto here. Teachers visit the children in the setting and, children visit the school and join in with activities, such as assemblies, to become familiar with the environment and routines. The pre-school also contact other schools children move onto and invite teachers to visit the children at the setting to help them achieve a smooth transition.

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

Practitioners have a secure understanding of safeguarding matters and most have undertaken basic training to help keep children safe from harm. Each has a copy of the safeguarding and child protection policy and procedures which they are given when they start work at the setting. They sign to say they have read and understood the contents. The committee and manager assess practitioner suitability through an appropriate recruitment process. Following a period of instability, the new committee and setting's management team are working closely together to rationalise roles and responsibilities. There is a strong intent to rectify the issues that currently exist with the way the setting is operating. However, although staff appraisals are carried out, there are no supervision arrangements in place. As a result, there is no programme of staff training or professional development in order to raise the overall quality of teaching and practice within the pre-school. The lack of staff training fundamentally affects children's ability to make the best progress in their learning and requires prompt action.

Some recommendations from the previous inspection have been addressed, but some have not. This demonstrates the lack of self-reflective practice within the setting and the failure to accurately identify and tackle existing weaknesses or prioritise areas for improvement. This inspection took place as a result of concerns received by Ofsted regarding the suitability of staff, the effectiveness of children's learning and development, partnership with parents, safeguarding, safety, training, supervision of children, deployment of staff, premises, risk assessments, outings, equal opportunities, general information and changes that must be notified to Ofsted. The inspection found that risk

assessments are carried out appropriately and outings are safely conducted. Changes are also notified to Ofsted correctly and practitioners demonstrate a secure understanding of child protection and safeguarding. However, practitioners are not deployed effectively and do not supervise children well enough to ensure that they act in a way to keep themselves and others safe. Additionally, the educational programmes offered lack relevance, interest and challenge and the key person arrangements are not effective in promoting a strong partnership between the setting and parents, or helping children form effective relationships. Required training has also not been undertaken. Actions have been raised in respect of the requirements not being met.

Parental contribution to children's learning is weak. They have little opportunity to support their child's learning at home. Parental feedback taken into account at the inspection expressed dissatisfaction with the setting in relation to the key person arrangements, information and feedback on children's progress and the quality of the setting and learning environment.



## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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>	220092
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	947971
<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>	51
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Ring of Roses Pre-School Committee
<b>Date of previous inspection</b>	09/05/2011
<b>Telephone number</b>	07940 333784

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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, which are usually the childminder's 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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Piccadilly Gate  
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