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Ring Of Roses Pre-School  
Memorial Hall  
High Street, Great Doddington  
Wellingborough  
Northamptonshire  
NN29 7TQ

Our Reference 220092

Dear Ring of Roses Pre-School Committee

### **Monitoring for provision judged as inadequate**

An Ofsted inspector, Jan Burnet, monitored your provision on 04/04/2014 following your inspection where the provision was judged to be inadequate.

### **Outcome of monitoring**

As a result of our inspection on 14/01/2014, we sent you a notice to improve. The actions you were set are included at the end of this letter.

During the monitoring visit the inspector discussed with you the steps you have taken to address the actions raised in the notice to improve. She discussed with you the organisation of the play environment and the activities that are provided, staff deployment and supervision of children. The key person arrangements, management of behaviour, and the use of observation and assessment to inform next steps planning was also discussed. The inspector spoke with a representative from the local authority, and spoke with parents. There were no children present at the time of this visit and so it was not possible to observe teaching methods. A conversation with the local authority development worker confirmed that progress is being made.

The inspector found that effective steps have been taken to improve staff supervision of children and to ensure that staff are deployed efficiently in order to keep children safe and support their learning. Staff deployment has been improved as staff ensure that a maximum of 10 children go outside at any one time and a board is used for children to self-register. This is monitored by an assigned staff member. A third staff member moves between inside and outdoors depending on where there are most children to ensure children are well supervised. The playroom is being partitioned to identify different areas for different kinds of play. A review has taken place of the balance of adult-led and child-initiated activities. You explained how the room is now set out for the children. There is now a range of resources and experiences available for the children including a distinct home corner/role play area, an area for quiet play, a numeracy area, a construction area and an art/craft/messy area with a

variety of activities available. The impact of this is that children engage more in the activities provided because they can determine their choices easier. This is having a positive impact on children's behaviour because previously they were able to run around the room and so were less likely to get involved in activities. The behaviour management policy has also been reviewed to include safety rules, such as why children cannot run indoors. Children are also praised for positive behaviour. A key person is allocated to each child when the child first starts so that the child can build a bond. An 'All about me' book is initially completed by the parent and a home/school book has been introduced to improve communication with parents, find out about their child's interests and aid next steps planning for their child.

Through discussion you explained that Early Years Foundation Stage training is a priority for staff members, and staff are being observed to ensure they are promoting learning while they support children's play. You have welcomed support from the local authority to support staff in developing teaching and observation skills. Staff have visited another setting to observe best practice with regard to observation, assessment and planning. A daily assessment sheet for observations and planning for next steps in children's learning has been developed. Staff supervision meetings have been planned and the committee recently completed staff appraisals. Staff job descriptions now include clearly defined roles and responsibilities.

The inspector found that you have introduced a cleaning schedule with a particular focus on the toilet and kitchen areas, to ensure the premises are welcoming, clean and safe.

The inspector found that these changes have been made with the help of a representative from the local authority. Some consideration has been given to planning for the next steps in children's learning, but this is not yet embedded in your practice.

Having considered all the evidence, the inspector is of the opinion that the setting has taken prompt and effective action to address the points for improvement.

### **Next steps**

The next step will be a full inspection.

I hope that you have found the visit helpful in promoting improvement in your setting. If you have any further queries please contact us on the number at the top of this letter.

Yours sincerely

Nick Hudson  
National Director, Early Education

## Actions

Action	Due date	Closed date
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	04/04/2014	04/04/2014
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	04/04/2014	04/04/2014
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	04/04/2014	04/04/2014
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	04/04/2014	04/04/2014
ensure that the daily experience of children in the setting and the overall quality of the educational programmes offered are enhanced by implementing a	04/04/2014	04/04/2014

professional development programme to improve staff training, skills and knowledge and offer them a clear understanding of their roles and responsibilities

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	04/04/2014	04/04/2014
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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.	04/04/2014	04/04/2014
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