

Ring Of Roses Pre-School

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

Inspection date

10/07/2014

Previous inspection date

14/01/2014

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- Teaching is effective. Staff work hard to transform the hall into a child-centred environment which is appropriately organised so that children can freely choose from most resources.
- Staff build positive relationships with parents and keep them informed and involved in their children's care and learning. Partnership working with other early years providers is generally good, supporting children to have positive transitions between settings and onwards to starting school.
- Staff prioritise safeguarding to ensure children's welfare is effectively supported. Suitable measures are taken to keep the premises safe and well maintained. Staff provide a range of healthy snacks and drinks so that children are hydrated.

It is not yet good because

- Assessment processes are not yet sufficiently robust to give staff enough information so they can identify any gaps in children's learning or effectively plan challenging activities to ensure they all make good progress.
- The quality of teaching is not effectively monitored, so it is often variable and does not ensure a consistently rich learning experience for all children.
- Self-evaluation is not fully effective in identifying key strengths and weaknesses or encouraging meaningful involvement from parents, staff and children in order to enable the continuous improvement of the provision.

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 children during activities in the indoor and outdoor environment.
- The inspector held a meeting with the manager and undertook a joint observation.
- The inspector spoke to staff and children throughout the inspection as necessary.
- The inspector looked at a range of documents relating to the children and to the pre-school, including the self-evaluation form, policies, procedures and the children's records.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Andrea Price

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 the 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 an enclosed area available for outdoor play and children use the adjacent recreation park. The pre-school employs five members of childcare staff. Of these, four 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. Children attend for a variety of sessions. There are currently 25 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. The pre-school holds Pre-school Learning Alliance membership. Staff receive support from the local authority.

What the setting needs to do to improve further

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

- ensure assessment procedures are robust and provide enough information to identify any gaps in learning, and plan activities that ignite and challenge the children's individual learning, so that they all make good progress
- monitor the quality of teaching effectively to ensure that staff receive the support, coaching and training they need in order to deliver high quality teaching across the provision, so that children make consistently good progress.

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

- develop a system of self-evaluation to effectively identify strengths and weaknesses of the provision; taking into account the views of parents, staff and children to formulate a clear plan for improvement.

Inspection judgements

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

Staff work hard to make this 'pack-away' setting a welcoming and child-friendly environment in which children enjoy their time and have fun and satisfactorily supports their learning. Staff plan daily child-initiated and adult-led experiences, based on the needs and interests of individual children. The staff have an adequate understanding of the children's starting points for learning. A key person is allocated to each child when the

child first starts, so that the child can build a bond. Staff quickly build effective relationships with parents, gaining valuable information from them about their child's likes and dislikes within an 'All about me' book. This is combined with observations undertaken, that form the initial starting point for children's learning and development. The staff take account of their individual needs and interests, by ensuring children are able to choose toys and activities they enjoy. Staff have a suitable understanding of how to promote children's learning and development and the resources provided help them all to make suitable progress within all areas. They observe the children while they play, recording the children's achievements in their individual learning journal records that are shared with parents. Staff identify some next steps in the children's learning. However, the assessment procedures are not robust enough to identify any gaps in children's learning, which does not help to support the effectiveness of timely interventions should this be necessary.

Staff appropriately develop the children's understanding of spoken language as they engage the children throughout their play in meaningful learning opportunities. For example, staff follow a child's interest in dinosaurs. They skilfully extend this interest to make dough volcanoes within the dinosaur world. As a result, children show a clear interest, repeating words, such as 'explosion', 'crater', 'lava' and 'bicarbonate of soda' that were modelled by the adult during the experience. This opportunity provides excitement and motivates children to learn and try again. Staff are generally good at supporting children and ask appropriate questions during activities. However, there are inconsistencies in the quality of teaching and this means that not all children receive the same learning experiences. For example, children at times become disinterested in some activities because they are tedious and not sufficiently challenging. As a result, children make satisfactory progress rather than good. Children begin to recognise the letters of their own name when they self-register at the beginning of the session and during snack times. This means that they learn to identify their names and develop an understanding that print has meaning. Books are readily available in a 'comfy area' which attracts children to look at them. They are learning that books bring pleasure, acquiring suitable skills and attitudes to help them with their future learning. The pre-school also offers to lend books to children and parents, encouraging them to read together. Children enjoy making marks in their role play. For example, they use notebooks to write notes and make aeroplane tickets, which demonstrates that they are developing some literacy skills.

Children have access to a variety of construction materials, such as bricks and jigsaw puzzles, which contribute to the development of their small muscle movements. Photographic evidence shows that children enjoy exploring in the outdoor environment, digging in the soil and hunting for mini-beasts. This helps children to understand the world outside. The staff give daily verbal feedback to parents of how their children have been and the activities they have taken part in. For those parents harder to reach, they supply a communication book, sharing information and encouraging further interactions. In addition, they share the children's individual learning journals with parents. Parents are welcome to add their comments. Procedures to encourage parents to contribute to ongoing assessment by sharing observations of their child's learning at home are continuing to develop. Parents are aware of who their child's key person is and are encouraged to view their children's learning journals so that they can discuss their progress in readiness for their move to school. Staff have a suitable knowledge and

understanding of the progress check for children between the ages of two and three years, using this to identify any additional support that might be needed.

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

Staff in the pre-school are warm and friendly towards the children in their care. This means that children settle well and make strong emotional attachments to their key person. Staff nurture children's emotional development, as they support them through transitions of change in their home environments. Children and their families are welcomed into the pre-school and share warm, supportive relationships with staff. Children are excited on entry, separating from their parents with ease to explore the activities on offer. For example, children make their way to the role-play area and immediately put on their preferred costumes. Some children then choose to remain in these for the remainder of the session. This shows that children feel confident and secure within the setting. The staff provide a calm environment and support children in developing a strong sense of emotional well-being. Children demonstrate that they have formed positive relationships and strong bonds with the known adults. This helps them feel safe and secure at all times.

Effective settling-in procedures help to ensure that children are supported to become familiar with the environment and staff before they start to attend. This also provides staff with the opportunity to gather important information about each child's personal needs. Consequently, children's move from home into the pre-school is as smooth as it can be and their care is suitably tailored to meet their specific needs. Children receive praise for their efforts, which promotes good levels of confidence and self-esteem. They are supported with age-appropriate, clear and consistent boundaries and guidance. Staff give clear explanations and gentle reminders, which helps to build their understanding of acceptable behaviour. Consequently, children are sociable and behave well. They are learning to make friends, take turns and to appreciate the needs of others. Any behaviour issues are managed in an appropriate manner, with the staff discussing the unwanted behaviour with the children. Children become familiar with their local community with regular walks and trips into the vicinity and to schools. This helps to prepare children for their move into the larger social environment of school, when the time comes.

Children are learning to make healthy choices about food as they are provided with healthy snacks that meet their dietary requirements and take into account parental preferences. Consequently, children have a growing awareness of the importance of healthy eating. They are learning to use the bathroom independently and wash their own hands. Through these activities, children are becoming confident and capable of managing their own care needs. Staff support children's good health through physical exercise in the fresh air. Children are encouraged to self-register when choosing to play outside, which is offered throughout the play session. Children walk in groups within the local community as they visit local parks, learning about road safety. Children develop their climbing and balancing skills as they use the large-scale climbing apparatus, slide and swings, enhancing their physical development. This means that children learn to take acceptable risks in their play. Staff support children's safety through effective use of risk assessment and adequate levels of supervision.

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

The designated person for safeguarding is clear about her role in meeting the safeguarding and welfare requirements, so that children are kept safe. All staff have a good understanding of the safeguarding procedures and some have recently attended training to refresh their knowledge and skills. As a result, they demonstrate a clear understanding of the issues surrounding child protection. Children's welfare is protected as the provider has all the relevant documentation in place. Most staff have a current paediatric first-aid certificate, to ensure that children receive the appropriate support in the event of an accident. The provider understands her role and responsibilities. Recruitment practices are robust enough to ensure that all staff are suitable to work with children. In addition, records, such as those for recording accidents, daily registers and public liability insurance are suitably maintained. The staff carry out risk assessments for both the indoor and outdoor environment. These are also undertaken when making outings and trips into the local vicinity. These ensure that potential risks to children's safety are identified and minimised or removed. Children are involved in fire drills to help them understand how to keep themselves safe in an emergency. Staff are deployed appropriately to ensure that ratios are maintained and children are kept safe, including within the outdoor environment.

Since the last inspection, the setting has undertaken a number of steps to address the actions raised, receiving one monitoring visit. The pre-school has received additional support from the local authority and is keen to further improve practice. The committee have appointed a new manager, who is qualified to undertake the role and comes with a great deal of knowledge, enthusiasm and experience. Consequently, the learning environment is inviting and offers children an adequate range of learning experiences. In addition, there is a satisfactory balance of adult-led and child-initiated play experiences that focus on the prime areas of learning, individual needs and interests. The key-person system is effective, ensuring that children settle well, they make strong emotional attachments to known adults and their individual routines are well known. The new manager is responsible for the day-to-day running of the setting and the delivery of the educational programme. Her main priority since being in post has been to develop and embed the staff's knowledge of the Early Years Foundation Stage. As a result, staff generally display an adequate level of understanding of how to support children's learning. For example, they listen to and respect the children's thoughts and views. Staff are good role models for children. They give clear explanations and gentle reminders, which help to build their understanding of acceptable behaviour. Consequently, children are sociable; they make friends and behave well. However, the monitoring of staff performance, planning and delivery of the educational programmes is not yet fully embedded in practice. Although the committee has recently undertaken staff appraisals, the performance management of staff is not yet effective in securing the necessary improvements to teaching. Observations of staff practice and developmental feedback have not yet been regular enough for teaching to improve quickly. The staff have a generally good level of knowledge and understanding of child development. However, although they carry out observations and assessments of the children in their care, these

are not yet robust enough to ensure that all children are effectively challenged. As a result, children's progress is not fully supported to enable them to meet their full learning potential. The manager is aware and intends to provide mentoring and training workshops to upskill the staff team and extend their capabilities. A number of staff are accessing further professional development workshops shortly, devised by the local authority. The manager has revised the deployment of staff, ensuring that children are appropriately supervised at all times during their time at the pre-school. She has begun to complete some self-evaluation to assist her in identifying the strengths and weaknesses of the setting. Nevertheless, this does not yet take into account the views of the parents, staff or children.

Partnerships with parents are open and friendly. Parents comment positively on the approachability of staff and the range of activities available to their children. Staff talk with parents daily, exchanging information with them on arrival and departure, so that they are well informed about their child's day. Parents confirm that staff are able to communicate with them in a variety of ways, meeting their needs as busy parents. During the inspection, a parent stated, 'I wouldn't have my children go anywhere else'. Another said, 'my child is eager to come to pre-school, even at weekends!'. Staff recognise the importance of supporting children's transition from the pre-school into school and build suitable links with teachers. For example, children are invited to visit the adjacent school, making it easier for them to settle quickly when the time comes.

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

Unique reference number	220092
Local authority	Northamptonshire
Inspection number	968474
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	51
Number of children on roll	22
Name of provider	Ring of Roses Pre-School Committee
Date of previous inspection	14/01/2014
Telephone number	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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Store St
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