

Rodings and Easters Pre-School



High Easter Village Hall, The Street, High Easter, Essex, CM1 4QS

Inspection date 27 January 2015
Previous inspection date 27 January 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- Staff are not deployed adequately to ensure children's safety at all times.
- Risks are not managed well enough to ensure children's safety is promoted.
- There are significant weaknesses in the quality of the educational programmes. The provision of continuous, everyday resources is limited and does not sustain children's interest or encourage their independent play.
- Weaknesses in the quality of teaching have a negative impact on children's learning. Children's different learning styles are not accommodated and therefore their learning needs are not being met.
- The monitoring of assessments does not reflect the range of groups of children attending the setting. This means that interventions are not targeted effectively.
- The outdoor provision does not provide a range of stimulating and interesting activities across all of the areas of learning.

It has the following strengths

- Children are happy and confident because staff build positive relationships with them.
- Staff establish sound partnerships with parents. They work closely with parents to support children's individual care and development.

What the setting needs to do to improve further

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

- manage the deployment of staff to provide children with supervision at all times to ensure their safety
- take all reasonable steps to remove, minimise and manage risks and hazards to protect children's safety and welfare, particularly the risks associated with the entrance door to the hall
- improve the planning of continuous everyday resources, to ensure there is a consistently interesting and varied experience for all children, across all of the areas of learning and development
- improve the quality of teaching to take account of children's different learning styles and preferences, particularly those who prefer to learn through active, physical play

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

- improve the outdoor provision to provide interesting and challenging opportunities for children across all areas of learning
- enhance the presentation of resources to ensure that activities are consistently interesting and appealing in order to promote children's independent play
- improve the monitoring of assessments to precisely track the progress of groups of children to ensure that the learning needs of all children are met and that interventions can be targeted effectively.

Inspection activities

- The inspector observed activities in the pre-school and talked with the staff and children.
- The inspector viewed the areas of the premises and outdoor area.
- The inspector looked at children's assessment records, planning documentation, and a range of other documentation, including the safeguarding procedures.
- The inspector took into account the views of parents, as discussed and recorded in written questionnaires and reference letters.
- The inspector conducted a joint observation of a teaching activity with the provider.

Inspector

Jemma Hudson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is inadequate

The quality of teaching is inconsistent. Staff observe and assess children regularly. They effectively use their knowledge to plan a range of structured activities which meet their learning needs. Staff demonstrate effective teaching skills when they are involved in adult-led activities, such as teaching children a board game. They interact with the children, asking them questions to support their learning and engage their interest. However, the provision for children who choose not to sit at tables and engage in adult-led activities is poor. The range of resources available to the children on arrival is limited and do not cover the seven areas of learning. For example, cars and tracks on a mat are poorly presented and fail to sustain children's interest. This has a negative impact on their behaviour. Children run around the hall shouting and screaming. This is because there are insufficient resources to engage them. When staff are not engaged in focus activities they act in a supervisory role rather than joining in with children's play to encourage and extend their learning. For example, children playing on the indoor climbing frame were not challenged or encouraged to develop their physical skills. This meant that they lost interest quickly. Consequently, the educational programmes for the children are ineffective and do not meet the individual needs of children attending the pre-school. Children are not acquiring the skills necessary to be ready for school.

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

The deployment of staff at the pre-school is ineffective because it does not ensure that children are adequately supervised. On the day of the inspection staff did not notice that children were wandering into the foyer and playing next to the unsecured main door. This means that children's safety is not being promoted. Children are happy and settled because they have formed strong relationships with the staff at the pre-school. A key-person system is in place. Staff have developed positive relationships with parents who say that their children are happy and that the staff are 'caring'. One parent commented on how 'easily' her child settled at school as a result of the links the pre-school has with the local school. Children have friendly and caring relationships with each other and adults. Staff act as role models to effectively manage behaviour. Children are learning to be independent with the support of staff. They are encouraged to serve themselves snack and they learn appropriate hygiene practices through the daily routine. Staff promote children's physical development adequately because children have daily opportunities to learn outdoors. However, the range of resources outside is limited and does not cover the seven areas of learning. This means that the needs of children who prefer to learn outdoors are not being met.

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

The leadership and management of the pre-school are inadequate. The registered provider has failed to effectively manage the risks associated with the security of the premises, particularly with regard to the main door. This means that children's safety has

been compromised. Staff have an understanding of the safeguarding children procedures and have completed training to ensure their knowledge is up to date. All staff have undertaken paediatric first-aid training, which enables them to provide appropriate care should a child have an accident at the pre-school. The management team monitor staff performance and paperwork such as observations and assessments. However, they have not extended their monitoring to include the quality of teaching. The manager has started to monitor assessments, however she has not considered the different groups of children attending the pre-school. This means that interventions are not targeted effectively. Self-evaluation has been undertaken and the management team have worked hard to address the actions raised at the previous inspection. However, breaches of both the learning and development requirements and the welfare requirements mean that the provision is currently inadequate.

Setting details

Unique reference number	EY220810
Local authority	Essex
Inspection number	962729
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	42
Name of provider	Rodings and Easters Pre-School Partnership
Date of previous inspection	27 January 2014
Telephone number	07985 013 978

Rodings and Easters Pre-school was registered in 2002. It is one of two pre-schools run and managed by the same formal partnership. The pre-school operates from a village hall. The pre-school opens, Monday, Tuesday, Thursday and Friday during school term times. It sometimes opens on Wednesday, when there is a demand. Sessions are, from 9.30am until 2.30pm. The setting receives funding for free early education for children aged three- and four-years-old. Of the eight staff who work at the setting, five hold relevant childcare qualifications at level 2 and 3.

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