

# Ring O' Roses Pre School

RNA Club, 73-79 East Street, Prittlewell, Southend on Sea, Essex, SS2 6LQ



## Inspection date

23 March 2015

Previous inspection date

4 November 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff have a clear knowledge of how individual children learn best. They effectively change the learning environment to promote individual children's next steps for learning as well as their interests.
- Children are confident and independent learners who demonstrate high levels of self-esteem due to the positive relationships they have with their key person and other staff.
- Staff are very aware of their roles and responsibilities, resulting in high levels of supervision for children, therefore promoting their safety.
- Children's understanding of shape, size, comparison and colour is promoted well through effectively planned activities and good levels of staff interaction.
- Children's transitions to school are supported well through close liaisons with local schools and positive strategies shared with parents.
- The leadership and management team is strong. Staff are encouraged to continuously improve their knowledge and practice through an effective training programme. The qualifications and training of the staff has a positive impact on children's progress.

### It is not yet outstanding because:

- The monitoring programme to promote consistent practices from all staff is not always fully effective, particularly with regard to supporting children's understanding of making marks for a purpose.
- Children's individual creativity is not always fully promoted as some children are not always encouraged to explore the additional resources available to them.

## What the setting needs to do to improve further

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

- monitor and evaluate staff's performances and practices to always promote consistent teaching in areas of learning, such as making marks for a purpose
- enhance children's experiences of creativity by extending the resources accessible to children to encourage their self-expression and individual imaginations.

### Inspection activities

- The inspector observed activities both indoors and outdoors.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the supervisor.
- The inspector completed a joint observation with the supervisor.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and a range of documentation, such as policies and procedures.

### Inspector

Claire Parnell

## Inspection findings

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

Children are making good progress because staff have a clear understanding of how to support children's learning through effectively planned activities and supportive interaction. Staff positively engage children in activities, both inside and outside, that promote learning throughout the seven areas. Children's different abilities are supported well because staff level the questions according to children's stages of development. For example, during story time, staff ask complex questions to more able children to extend their thinking. Whereas, staff simplify questions for less able children to enhance their confidence, listening and understanding. In the main, the quality of teaching is effective and helps children to progress to their next stage in their development. This promotes the skills children need in readiness for school. However, some children are not encouraged to explore further resources, to extend their flair and creativity, during craft activities.

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

Children are well behaved due to staff acting as positive role models. They learn how to negotiate and take turns in their play, through discussion and use of timers. Children thoroughly enjoy outside play. They gain a sense of well-being by using physical equipment available to them. They explore natural materials and use resources to change how it feels. For example, they mix water with mud, using complex vocabulary such as squashy to describe the substance. Children take part in physical activities both indoors and outdoors to promote exercise. Children have a close bond with staff and settle quickly into their routine. This supports their emotional well-being and their sense of safety and security. All staff positively implement policies, procedures and safe working practice to fully support children's health, safety and well-being. Therefore, children are effectively safeguarded.

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

The management team play a professional role in the development of the setting. They have a good understanding of the requirements of the Early Years Foundation Stage. Staff work closely with parents and other professionals to provide continual care and development for individual children. For example, staff liaise closely with the Area Special Educational Needs Coordinator to support children with special educational needs and/or disabilities. Staff communicate with other settings that children attend to promote consistent strategies for their learning. Parents make positive comments about their child's key person. They receive regular information about children's progress and develop plans together for their next steps in their learning. The management carefully monitors staff's practices, most of the time. They review the quality of staff's teaching and encourage staff to share good practice. However, on occasions, management does not always recognise that staff's practices differ. For example, some staff do not always help children to understand that making marks is for a purpose and that writing has a meaning.

## Setting details

<b>Unique reference number</b>	119513
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	876141
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Ring O' Roses Preschool Committee
<b>Date of previous inspection</b>	4 November 2010
<b>Telephone number</b>	01702 617 106

The Ring O' Roses Pre-school was registered in 1995. The pre-school committee employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 3, including two staff at level 4 and at level 6. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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