

# Roseberry Pre-School

Sikh Community Centre, 106 East Park Road, Leicester, Leicestershire, LE5 4QB



## Inspection date

29 April 2015

## Previous inspection date

27 June 2014

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

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not consistently make use of information gathered about children's achievements and abilities, in order to plan daily activities that support their individual learning and progression. This is particularly apparent in the delivery of adult-led play.
- Opportunities to support children's spoken language are not maximised. As a result, children do not always have opportunities to practise their growing skills.
- Ofsted have not been provided with all the relevant information about recent changes to committee members.
- The monitoring of staff is not yet robust, to ensure that the quality of teaching is consistent.
- Staff miss opportunities to support children's independent use of tools and equipment in readiness for the next stage of their learning, such as school.

### It has the following strengths

- Children enjoy their time in the pre-school, and show that they feel welcome and valued. They have developed secure emotional bonds and relationships with their key person and all staff, ensuring that their well-being and individuality is well supported.
- Children behave well, are confident and have good self-esteem, due to clear guidance, consistent praise and acknowledgement of their achievements from all staff.
- All children have good opportunities to increase their awareness of similarities and differences in society.

## What the setting needs to do to improve further

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

- ensure routine assessments of all children are effectively used when planning adult-led activities, in order to provide children with more suitably challenging activities that are precisely matched to their next steps in learning
- ensure all opportunities are used to support and build on children's growing skills in spoken English, for example, by giving children time to practise what they know, before interjecting to enable them to absorb what is said, before using what they know to respond.

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

- embed the process for the monitoring of staff, to ensure that gaps are quickly identified and addressed to improve children's learning and development
- provide more opportunities for older children to use tools to develop their independence, in such skills as pouring their own drinks or helping with the preparation of snack time.

### To meet the requirements of the Childcare Register the provider must:

- ensure Ofsted is informed of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (compulsory part of the Childcare Register).

## Inspection activities

- The inspector observed activities in the all play areas, on an outing and at the local park.
- The inspector held a meeting with the manager of the pre-school.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to members of staff and the children at appropriate times during the inspection.
- 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 provision and a range of other documentation, including policies and procedures.

## Inspector

Alex Brouder

## Inspection findings

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

Staff provide a varied and interesting educational programme, which covers the seven areas of learning. For example, they utilise the indoor space to dig and plant, enabling children to learn how things grow, and use the locality to enhance children's awareness of the community. The quality of the teaching is variable. Staff do not always plan sufficiently so that every child's learning is maximised. As a result, they make steady, instead of good progress. The range of resources means that all children play with a variety of toys. All children who attend the setting speak English as an additional language. Staff speak a variety of languages, which enables all children to communicate their needs. While children have a good understanding of English, their spoken skills are less forthcoming or enhanced. This is because staff do not always give children time to think about how to respond when open-ended questions are asked, and interject too quickly in children's mother tongue.

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

Children behave well because staff are positive role models for children. Routines and boundaries are consistent, so that children know what is expected of them. Children enjoy a variety of snacks each day that take account of their individual dietary needs and preferences. In addition, they have opportunities to partake in tasting traditional foods twice a week. This gives children a sense of community, and helps them learn about Sikh culture. Mealtimes are a happy, social occasion and children chatter to their friends and staff about their day. Staff have formed clear relationships with parents, and actively seek their views and comments about the service they provide. The pre-school environment is safe and welcoming to support children's growing independence. For example, they confidently use the toilet and put on their coats. However, there are less opportunities for children to develop these skills further to support them in readiness for the next stage in their learning, such as school.

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

The management team have aspired to address actions and recommendations given at their last inspection. However, there have been a number of changes in staff, which has led to any changes made, not being embedded into practice. Staff meet each week to discuss children's achievements and interests and plan activities that link to moving them forward in their learning. However, adult-led activities are not precise enough to consistently plan for their individual needs or offer appropriate challenge. Further to this, the monitoring of staff is not yet embedded into practice to enhance children's learning and development. Appropriate recruitment procedures are in place that ensure staff working with children are suitable. However, the coordinator has not followed the correct procedures for providing Ofsted with the required details about new committee members. Although this is a breach in requirements, there is minimal impact on children in the pre-school, because these committee members do not work directly with them.

## Setting details

<b>Unique reference number</b>	226883
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	981862
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Sikh Community Centre Playgroup - Summer Scheme Committee
<b>Date of previous inspection</b>	27 June 2014
<b>Telephone number</b>	0116 2203118

Roseberry Pre-School opened in 1993 and is a committee-run organisation. It operates from the main hall and day care rooms on the ground floor, with access to associated cloakroom facilities of the Guru Tegh Bahadur Community Centre, in the Spinney Hills district of Leicester. The setting employs eight members of childcare staff. Of these, all hold an appropriate early years qualification at level 2, 3 or 4. The setting opens every weekday, all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two, three- and four-year-old children. All children who attend the setting speak English as an additional language.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

