

# Ring Of Roses Pre-School

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



## Inspection date

4 March 2015

Previous inspection date

10 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	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

- The quality of teaching is good. Staff use observations and assessments effectively to plan for children's future learning. Planning is flexible with activities and experiences adapted to reflect individual interests and abilities.
- There are warm relationships between the children and the adults working with them which promote children's well-being and help them to develop self-confidence. As a result, children enjoy exploring in a safe and secure environment.
- Professional development is actively encouraged to ensure the motivation of staff and the provision of good quality care and learning for the children. Staff meetings and appraisals take place regularly and are used effectively to monitor staff performance.
- The new manager and committee have worked very hard to improve care and education for the children attending. This has resulted in children making good progress given their capabilities and starting points.
- The good use of multicultural resources supports children's culture, traditions and beliefs and also enables them to learn about people different from themselves.
- Partnership working with parents is strong. They speak highly of the skills of the staff and the difference the pre-school makes to their children's learning.

### It is not yet outstanding because:

- During some group activities, younger, less confident children are sometimes not able to voice their opinions and ideas. Older children are not always reminded about taking turns as they are eager to share their knowledge.

## What the setting needs to do to improve further

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

- find more effective ways to enable all children to share their ideas and contribute to conversations during group activities.

### Inspection activities

- The inspector observed activities in the pre-school and during an outing to the nearby recreation ground.
- The inspector held meetings with the registered provider and the manager of the pre-school and spoke to staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of inspection and through parents written feedback.
- The inspector checked evidence of suitability of committee members and staff, and of staff qualifications. She discussed self-evaluation and improvement plans with the registered provider and the manager.
- The inspector looked at documentation, including children's records and learning and development information.

### Inspector

Anne Archer

## Inspection findings

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

Children access a wide range of activities, sparking their interest and encouraging them to explore and be imaginative. Despite limited space, their art work is displayed to give children a sense of pride. Children thoroughly enjoy writing, particularly their names, and are developing good literacy skills. Occasionally, older, more able children tend to dominate conversations during group activities. Staff do not always draw the younger children into these discussions to enable them to air their news and ideas. Children competently use the mouse when accessing a mathematical game on the pre-school's laptop, developing skills in technology. Children show great excitement as they prepare for their outing to the recreation ground. They talk animatedly about which piece of apparatus they will play on first. Learning is extended as children are shown how to maintain the movement of the see-saw by pushing off the ground with their feet. They also know where to put their hands as they climb across the rope ladder. Children learn about nature when they plant beans in the growing area and look at them each day to check if they need water to help them grow. Overall, children are prepared well for the next stage in their learning.

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

Children enjoy their time at the pre-school. They develop close relationships with staff, parent helpers and each other. This helps children to develop their social skills and prepares them for the next stage in their learning. Children are very familiar with the routine of self-registering, placing their water bottles on the table next to their name cards and hanging coats on their labelled peg. Consequently, children gain good independence and show a good level of responsibility for their age. Staff reinforce the pre-school rules of kind hands, kind feet and kind voices throughout the session. Sometimes, older children are not reminded about taking turns to allow other children to speak and contribute during group activities. Children learn about healthy lifestyles and how to reduce the spread of infection. They know about fetching a tissue to wipe their nose and understand why it is important to wash their hands before snack.

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

Staff have a good understanding of child protection procedures and a confident knowledge of how to deal with concerns. This helps to ensure that children are effectively safeguarded. The new leadership and management within the pre-school promote efficient team work. Previous actions have been successfully addressed to promote further opportunities for children's learning. The team constantly looks for ways to further improve the quality of the provision. The opinions of staff, parents and advisory professionals are listened to and acted upon to improve outcomes. Staff seek a wide range of training and this improves their knowledge and ability to help all children thrive. There are good links with the local school and external agencies to ensure individual children's needs are met.

## Setting details

<b>Unique reference number</b>	220092
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	983397
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	51
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Ring of Roses Pre-School Committee
<b>Date of previous inspection</b>	10 July 2014
<b>Telephone number</b>	07940 333784

Ring Of Roses Pre-School was registered in 1996. The pre-school committee employs four members of childcare staff. All staff hold appropriate early years qualifications at level 3. The pre-school opens, from Monday to Friday during school term times. Sessions are from 9am until 12noon. The pre-school provides funded early education for two-, three- and four-year-old children.

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