

# Rodings & Easters Pre School



Leaden Roding Village Hall, Stortford Road, Leaden Roding, Dunmow, Essex, CM6 1RB

## Inspection date

27 February 2015

Previous inspection date

29 September 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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		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:

- The providers do not regularly review the quality of the pre-school in order to fully implement the safeguarding and welfare requirements of the Early Years Foundation Stage. They do not ensure that there is a minimum of one member of staff on site at all times who holds an up-to-date first-aid qualification and, therefore, children's safety and welfare are not fully assured.
- The providers do not regularly review the first-aid equipment. As a result, they cannot guarantee that all the equipment available will minimise the risk of infection, when used to treat children's injuries.
- Staff do not always provide a wide range of resources, both inside and outside, that will further extend children's play and learning.
- Staff have yet to fully explore additional ways to exchange information directly with other settings who share the care of children, in order to further support their learning.

### It has the following strengths

- Staff support children to develop good communication skills. They engage them in conversations during play and children use language to share their opinions.
- Partnerships with parents are very good. Staff share activity ideas with parents to do with their children at home. This promotes children's individual learning needs.
- Staff have good knowledge of child protection procedures. This helps to protect children's safety and welfare.

## **What the setting needs to do to improve further**

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

- ensure that at least one member of staff holds a current paediatric first-aid qualification and that this person is on site at all times
- review the first-aid equipment on a regular basis to ensure that it is appropriate and safe to use with children, in order to minimise the spread of infection.

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

- enhance children's learning and enjoyment even further by consistently providing an indoor and outdoor environment that is rich in resources to spark their exploratory instincts and materials to stimulate their imaginative play
- expand the partnerships with all other settings that children attend, so that children's continuity of learning and good progress are maximised
- strengthen the monitoring and evaluation systems that are in place to ensure that any weaknesses are quickly identified and addressed.

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

- ensure that an appropriate first-aid qualification is held (compulsory part of the Childcare Register)
- ensure that an appropriate first-aid qualification is held (voluntary part of the Childcare Register).

## **Inspection activities**

- The inspector observed children taking part in a range of activities and spoke with the staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with one of the providers and held a meeting with both of them.
- The inspector saw evidence of Disclosure and Barring Service checks and suitability, qualifications and training of staff.
- The inspector looked at a range of policies, procedures and risk assessments.
- The inspector spoke to parents and has taken account of their views.

### **Inspector**

Katherine Hurst

## Inspection findings

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

The quality of teaching is consistently good. For instance, staff promote children's mathematical knowledge well. They use language, such as 'long' and 'round', to describe objects. Staff support children's understanding of size as they encourage them to measure themselves against a tunnel. Consequently, children make good progress and develop the necessary skills for future learning in school. Staff generally respond to children's interests. For example, when children decide that they want to mix paint, staff provide them with the necessary resources. They extend their learning by talking about the colours they are using and ask them questions about the end result. This promotes children's thinking skills well. However, staff do not always provide an environment that is well resourced, both inside and outside, to capture children's interests and stimulate their learning and enjoyment to the very optimum. For example, they do not consistently provide enough construction materials to allow several children to build at once. In addition, there are not always sufficient resources, such as pieces of materials, to spark children's imaginations during role play.

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

A weakness in safeguarding puts children's welfare at risk. Nevertheless, staff are very caring. They provide children with the love and attention that they need to develop and, as a result, children have strong attachments with them. Staff foster children's independence skills. They encourage and praise them when they do something well, which raises children's self-esteem. Children are confident learners. Staff promote children's good health. Children enjoy playing outside in the fresh air and are able to develop their physical skills on the various pieces of large equipment, such as bikes and slides. Staff currently share information with other early years settings that children attend indirectly via their parents. Therefore, staff have not fully considered how direct contact with the other settings can promote continuity of care and learning.

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

The providers do not have effective systems in place to evaluate the quality of the pre-school to ensure that all legal requirements are fully met. For example, staff's first-aid qualifications are not up to date and the contents of the first-aid box are not checked to make sure they remain safe to use. However, staff have retained their knowledge of how to administer first-aid treatment to children and this minimises the negative impact on children's well-being. The providers manage staff performance and have strategies in place to support staff to improve. Staff attend training sessions provided by the local authority. For example, they have recently completed training about the new policies in place to support children with special educational needs and/or disabilities. Therefore, training has a positive impact on children's learning.

## Setting details

<b>Unique reference number</b>	403953
<b>Local authority</b>	Essex
<b>Inspection number</b>	855445
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Rodings and Easters Pre-School Partnership
<b>Date of previous inspection</b>	29 September 2011
<b>Telephone number</b>	07985 013977

Rodings and Easters Pre School was registered in 1989. The pre-school employs eight members of childcare staff, three of whom hold appropriate early years qualifications at level 3. The pre-school opens on Monday, Wednesday, Thursday and Friday during term time only. Sessions are from 9.30am until 12pm. The pre-school provides funded early education for two-, three- and four-year-old children. It is linked to another pre-school in High Easter and staff work at both settings.

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.

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