

Roman Road Pre-School

United Reformed Church, High Street, INGATESTONE, Essex, CM4 9EY



Inspection date	7 December 2015
Previous inspection date	8 November 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff know the children very well. They plan a stimulating and challenging educational programme, both inside and outdoors, to meet each child's individual learning needs. Children of all ages and abilities are keen and motivated to learn and develop well in their learning.
- Staff are kind, caring and attentive to what children say and do. This helps them to build strong bonds and secure emotional attachments which supports children's well-being and personal development effectively.
- Children learn constantly about keeping themselves safe. Staff discuss and remind them throughout the activities how to use equipment safely and explain why some situations may be dangerous.
- Partnerships with parents are strong. Staff communicate effectively to share ongoing information about children's progress and care needs. They develop a beneficial two-way flow of information with parents to ensure they have a shared approach to children's care and learning.
- Management and staff are committed and work consistently to make improvements to their practice. Their monitoring and self-evaluation demonstrates a very positive attitude to the development of their provision.

It is not yet outstanding because:

- During some group activities, staff sometimes do not fully support children's attention and listening skills.
- Staff do not always provide a wide range of opportunities for children to develop their independence skills.

What the setting needs to do to improve further

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

- support children to develop their attention and listening skills
- make better use of everyday opportunities to further support children's growing independence.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the managers.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences.
- The inspector held a meeting with the managers. She looked at a sample of policies, including risk assessments, and discussed the manager's procedure for self-evaluation. The inspector also checked evidence of the suitability, qualifications and recent training of staff working in the pre-school.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Tara Street

Inspection findings

Effectiveness of the leadership and management is good

Managers and staff have a good understanding of the requirements of the Early Years Foundation Stage and how children learn through play. The managers hold regular discussions with all staff to ensure their training needs are identified and suitably met. Staff are committed to their professional development and use what they learn to make ongoing improvements, which positively benefit children. Since the last inspection they have effectively implemented and embedded improvements to how they carry out observations on children and risk assessments for outings. The arrangements for safeguarding are effective. Managers ensure that training in safeguarding and first aid for all is prioritised. Staff form strong partnerships with parents and external agencies to support disabled children, those with special educational needs and children who speak English as an additional language.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Children are motivated and keen to learn, due to the stimulating play environment and responsive interactions from staff. Staff follow children's lead well and facilitate their ideas and suggestions. They question children effectively. Staff support children's thinking, develop their ideas and encourage their use of descriptive language. This helps to prepare them well for starting school. Younger children enjoy dressing up as fairies and reindeers and confidently discuss their wings and antlers with their friends. Older children eagerly choose and name pine cones, feathers and sponge before putting them in water to see if they float or sink. Children explore paint, dough and natural materials. They talk about the pretend cakes they have made, count the number of candles and sing happy birthday. Outside, children discuss the different tools in the flour tray and comment that the marks they make look like a snow plough.

Personal development, behaviour and welfare are good

Staff regularly and appropriately praise children, explaining what they have done well. This promotes children's self-esteem. Children develop a strong sense of identity and belonging. Children are happy and well settled in the pre-school and display good levels of confidence. Children's physical development is well supported and they move confidently in the stimulating and well-resourced indoor and outdoor play spaces. Staff extend this by taking children on trips in the local area and encourage parents to join them. Parents speak highly of the support they and their families receive from the committed and well-qualified staff team. They appreciate the home away from home environment staff provide.

Outcomes for children are good

All children, including those who require additional support, are making good progress in their learning and development and in readiness for school. Any gaps in individual progress are quickly identified and planned for by each child's key person.

Setting details

Unique reference number	EY410899
Local authority	Essex
Inspection number	851136
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	39
Name of provider	Sarah Booth and Elaine Bellamy Partnership
Date of previous inspection	8 November 2010
Telephone number	07724156846

Roman Road Pre-School was registered in 2010. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school opens each weekday morning during school term time only. Sessions are from 9.15am until 12.15pm, with a lunch club session from 12.15pm until 1.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs and children who 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.

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