

# Roman River Preschool

Fingringhoe Village Hall, Chapel Road, Fingringhoe, Colchester, Essex, CO5 7BH



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 20 January 2016 |
| Previous inspection date | 4 March 2010    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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

- Empathetic staff form supportive and nurturing relationships with children. They are positive role models. Children settle into the routines of the pre-school well and are developing good levels of self-esteem and confidence.
- The manager has a strong and clear vision for the setting. She uses self-evaluation robustly to drive improvements forward and raise the quality of practice in the setting.
- Parents and pre-school staff work in an effective partnership. Parents receive detailed and informative information about their children's progress. They express high levels of satisfaction with the care and learning experiences their children receive.
- Outdoor learning is prioritised. The manager and staff create a welcoming and stimulating environment in which children thrive. The woodland play area is well resourced and children thoroughly enjoy their outdoor experiences.
- Children's interests are followed well. Staff observe where children are now and plan for future learning effectively. This means that children are making good progress across all areas of learning

### It is not yet outstanding because:

- Sometimes, staff do not take every opportunity to challenge and extend children's thinking skills to the highest levels.
- Although the manager and staff monitor children's progress well, they do not yet use this information fully to raise their learning to outstanding.

## What the setting needs to do to improve further

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

- make use of all opportunities to challenge children and encourage them to think, solve problems and come up with their own ideas
- refine the systems for monitoring children's progress and raise standards of learning still further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Lynn Weeks

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of how to promote children's welfare. Children are safe and secure in all areas of the setting. Comprehensive risk assessments and safety procedures underpin staff knowledge and practice. Overall, the manager regularly checks the progress children are making and monitors the attainment of individual children well. The supervision and appraisal process is robust. Staff are well qualified and attend a wide range of training which raises the standard of their teaching further. Strong links are established with the local school and other health professionals which ensures continuity of learning.

### Quality of teaching, learning and assessment is good

Staff are knowledgeable about how young children learn and successfully plan experiences to excite and interest them. They use a range of teaching techniques and children are well motivated and keen to learn. Staff encourage children to explore and initiate their own play. For example, children make imaginary cakes for witches in the mud kitchen. Children learn about the natural world in their well-resourced woodland play area. Staff promote the acquisition of children's language and literacy in various ways and model language with younger children. Older children take books home to share with their parents. They also practise phonic sounds in preparation for reading and writing. Children independently select resources to extend their play. They manipulate tools, such as paintbrushes and pencils successfully, which means their small muscle skills are developing well.

### Personal development, behaviour and welfare are good

Staff are good role models. They encourage children to behave appropriately through a range of effective behaviour management techniques. Children are learning to treat each other with respect and tolerance. They share resources well and take turns readily. Children are becoming increasingly independent through the variety of opportunities to manage their own health and hygiene needs. For example, children put their own shoes and coats on when they go outside. During snack time children pour drinks, prepare their own fruit and clear the plates away. Children have access to the woodland play area throughout the day which provides them with plenty of opportunities for fresh air and exercise. Healthy lifestyles are well promoted and good hygiene procedures, such as washing hands, are followed.

### Outcomes for children are good

All children, including funded children, make good progress from their starting points. Children practise writing their own name, count, and begin to recognise numerals. They are engaged and enjoying their learning. They are well prepared for their move on to school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 402265  |
| <b>Local authority</b>             | Essex   |
| <b>Inspection number</b>           | 1027428   |
| <b>Type of provision</b>           | Sessional provision   |
| <b>Day care type</b>               | Childcare - Non-Domestic  |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 4   |
| <b>Total number of places</b>      | 25  |
| <b>Number of children on roll</b>  | 40  |
| <b>Name of provider</b>            | Roman River Pre-School Committee  |
| <b>Date of previous inspection</b> | 4 March 2010  |
| <b>Telephone number</b>            | 01206729731   |

Roman River Preschool was registered in 1987. The pre-school employs nine members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, three at level 3 and two at level 2. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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