

# Ring O' Roses Pre School

RNA Club, 73-79 East Street, Prittlewell, Southend on Sea, Essex, SS2 6LQ



|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 20 April 2017 |
| Previous inspection date | 23 March 2015 |

| <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

- Children settle quickly and form strong attachments to staff. Staff reassure children and develop trusting relationships with them, to help them feel safe and secure.
- Staff form good relationships with parents. Staff gather information from parents about their children's development when they first enter the setting. They carry out a progress check with parents of two-year-old children and parents participate in events within the setting, and on outings.
- Children make good progress in their development. Staff provide interesting and challenging activities that support children's progress across all areas of learning.
- The manager monitors staff performance well and provides staff with regular supervision meetings. An ongoing programme of effective training ensures that staff keep up to date with their knowledge and deliver good outcomes for children.
- Leaders and managers monitor and reflect on staff practice, and ensure that staff meet the needs of each individual child. They develop action plans for improvements in partnership with parents, children, staff and committee.

### It is not yet outstanding because:

- Although staff involve parents in their children's learning, arrangements for them to regularly review children's ongoing progress are not fully embedded.
- The manager does not monitor the progress of specific groups of children precisely, to target teaching and to address any emerging gaps in learning as well as possible.

## What the setting needs to do to improve further

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

- provide more frequent opportunities for parents to fully review their children's progress
- monitor closely the progress of specific groups of children to focus sharply on any possible gaps in teaching and learning.

### 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 carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to committee chair, staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection.
- The inspector looked at relevant documentation, such as the suitability and qualifications of staff, risk assessments, attendance records, policies and procedures.

### Inspector

Jennifer Forbes

## Inspection findings

### Effectiveness of the leadership and management is good

Managers and staff work well as a team. Recruitment procedures are rigorous. A thorough induction programme helps new staff to understand the policies and procedures of the setting, and their roles and routines. Staff make good use of the knowledge and skills they have gained through their qualifications. For example, the manager, as part of her studies, has begun a project to improve activities in the outdoor area to enhance children's learning and development. Safeguarding is effective. Staff receive regular support from their local authority and information about any changes to procedures. This helps them to review their policies and to protect the children in their care effectively. Staff carry out thorough risk assessments of the premises, and on outings, to ensure they keep children safe.

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

Children are confident and enthusiastic learners. Staff observe and assess individual children's development and use the information gained to plan effectively for their progress. Staff care for children who have special educational needs and/or disabilities very well. They work in partnership with other professionals to ensure that all children make good progress from their starting points. Children learn to become confident speakers, including those for whom English is an additional language. Staff strengthen children's expanding vocabulary as they read books and explore the computer. Children enjoy playing in the make-believe post office. They develop mathematical skills, for example, as they stick stamps on envelopes, count money and weigh objects on scales.

### Personal development, behaviour and welfare are good

Children learn to care for and value each other. Staff encourage positive behaviour. They set consistent boundaries and children develop their own ground rules. Children learn to share the resources. They take the responsibility to set themselves timers and wait for their turn. Staff implement strict procedures for checking allergens in food to ensure they keep children safe. Children learn about foods that are good for their health. They prepare their own snacks and help to tidy away. Children learn about the different traditions and customs of their friends. For instance, they make cards and posters to celebrate special festivals. Children enjoy dancing to traditional music, and families contribute to their activities, for example, by providing costumes and food.

### Outcomes for children are good

Children learn to be independent and self-assured in readiness for school. They learn about hygiene routines and how to put on their coats before going outside to play. Children enjoy developing their physical skills outdoors, for example, they balance on stepping stones, dig in soil and climb on apparatus. Children begin to write and recognise the letters in their name. They learn about measurement, counting, colours and shapes.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 119513  |
| <b>Local authority</b>                           | Southend on Sea   |
| <b>Inspection number</b>                         | 1089221   |
| <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>                    | 26  |
| <b>Number of children on roll</b>                | 23  |
| <b>Name of registered person</b>                 | Ring O' Roses Preschool Committee   |
| <b>Registered person unique reference number</b> | RP904165  |
| <b>Date of previous inspection</b>               | 23 March 2015   |
| <b>Telephone number</b>                          | 01702 617 106   |

Ring O' Roses Pre-school was registered in 1995. The pre-school committee employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and one holds level 4. The pre-school opens from Monday to Friday, from 9.15am until 12.15pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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