

Celtic Rose Center

St James Church Hall, Guildford Road, Colchester CO1 2RB



Inspection date	17 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision is inadequate

- The provider does not complete robust risk assessments of the premises. Where risks are identified, she does not establish how she or the staff will minimise them to keep children safe. In addition, staff do not teach children about keeping safe. This places children at risk of harm.
- Staff are not vigilant and do not supervise children closely to keep them safe. They do not have robust procedures in place to monitor sleeping children.
- The provider does not ensure that at least one person who holds a current paediatric first-aid qualification remains on the premises at all times when children are present.
- The quality of teaching is variable. Some staff do not seek to challenge children or engage them in good-quality opportunities for sustained periods.
- Assessments are not rigorous enough. Staff do not accurately identify children's stage of development on entry. They do not fully support parents to share what they know their child can already do when they first start at the pre-school.

It has the following strengths

- Children enjoy playing outdoors. They fill, pour and transport water using containers. They enjoy jumping in muddy puddles.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all reasonable steps are taken so that children are not exposed to risk and help children to understand about keeping themselves safe	14/11/2018
improve risk assessments to ensure they identify all risks, when and by whom they will be checked and how the risk will be removed or minimised	14/11/2018
ensure staffing arrangements are effective so that children are adequately supervised, their safety is assured and their needs are met at all times	14/11/2018
ensure at least one person who holds a paediatric first-aid qualification is on the premises and available at all times when children are present	14/11/2018
implement an effective system of support and supervision for staff to improve the quality of their teaching that consistently engages children in focused and challenging learning opportunities	12/12/2018
improve the use of assessment to identify children's level of achievement on entry, what they need to learn next and shape learning experiences that help children make good progress.	12/12/2018

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

- strengthen partnerships with parents and support them more effectively to share what they know about their child's achievements when children first join the pre-school.

Inspection activities

- The inspection was carried out as a result of a risk assessment, following information received by Ofsted about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection. She completed a joint observation with the pre-school owner.
- The inspector held a meeting with the pre-school manager and owner. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The provider does not identify weaknesses in safeguarding practice. Her risk assessments are not robust and she does not take effective action to minimise all risks. Children access the metal fire escape steps outside, unsupervised by staff. Indoors, children use broken play equipment. They fall out of ride-in cars that have no doors because they have not been repaired or removed. Children are comforted by staff when they fall but staff do not act to remove the broken toy. Staff do not notice or take prompt action when children climb on the cars and engage in risky play. The recently recruited staff team have introduced new procedures for planning for children's learning and monitoring their progress. However, teaching is variable. The manager has recently implemented new systems for monitoring staff's performance. She has begun to implement procedures to support staff in their continued development, however, this does not have a positive impact on the quality of teaching.

Quality of teaching, learning and assessment requires improvement

The new staff team demonstrate their knowledge of how children learn and develop. However, they do not find out what children can already do when they first start as part of a thorough system of assessment. Staff do not encourage parents to share what they know about their child's achievements. Staff rely on their own observations of children to assess their development and children do not benefit from continuity in learning. Staff provide interesting activities for children that they are eager to try. Although they join in children's play, they do not consistently seek to extend and enhance children's learning to help them concentrate and become deeply involved in activities. However, on other occasions, staff sit with children and encourage them to fit pieces of a train track together. Staff ask questions and model language for children to hear and repeat.

Personal development, behaviour and welfare are inadequate

Weaknesses in the leadership and management mean that children's welfare is not assured. At times when the provider is not on the premises, there are no staff who are suitably qualified to deal with any accidents or injuries to children. The provider did not know that none of her staff hold a paediatric first-aid qualification. Although staff visually check on children periodically, the procedures are not robust to monitor children who sleep downstairs when staff and children are upstairs. However, children do develop secure attachments to staff and seek them out for support when needed. Staff praise children for their achievements. Children listen to staff and they work together to help tidy away resources. Staff remind children of the pre-school's rules and boundaries. Staff work closely with parents to ensure they provide children with healthy food. Children enjoy physical play. They ride around on scooters and bicycles.

Outcomes for children require improvement

Weaknesses in teaching mean that children are not fully supported to make good progress and ensure they gain all of the required skills to prepare them for their future learning. Children do not show high levels of engagement and concentration in activities. However, children are confident. They are familiar with the pre-school's routines and respond well to staff's instructions.

Setting details

Unique reference number	EY547291
Local authority	Essex
Inspection number	10081454
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	
Age range of children	1 - 4
Total number of places	25
Number of children on roll	15
Name of registered person	McGibbon, Rosaleen
Registered person unique reference number	RP547290
Date of previous inspection	Not applicable
Telephone number	01206871365

Celtic Rose Center registered in 2017. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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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