

# Rettendon Pre-School

The Memorial Hall, Main Road, Rettendon, Essex CM3 8DS



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 7 November 2018 |
| Previous inspection date | 17 June 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 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

### The provision is good

- Staff use observations and assessments to track children's progress and to plan for children's next stage in learning. The deputy manager has an overview of all children's progress and uses this to identify and close gaps in learning.
- Staff effectively encourage children to develop their literacy skills. They read them stories and ask children to join in with actions and repeated phrases.
- Self-evaluation is effective. The manager and staff make changes to the environment to promote children's mathematical skills. Children make good progress in their learning.
- Children are confident and are keen to arrive. Settling-in sessions are flexible, depending on the needs of the children, which promotes children's emotional well-being effectively.
- Parents are invited to 'consultation meetings' with the manager to discuss children's progress. This helps parents to know what children are learning. Parents comment positively about the pre-school and say that their children have made good progress in their speaking skills.

### It is not yet outstanding because:

- The manager does not hold a relevant childcare qualification at level 3.
- The manager does not consistently share information about all children's learning and achievements with other early years settings they attend.
- Staff do not gather enough information from parents when children first start to help them identify children's prior learning.

## 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 that the manager holds a full and relevant childcare qualification at level 3 or above. | 07/12/2018 |

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

- strengthen arrangements for sharing information about children's learning and abilities with other early years settings they attend to complement the experiences children receive
- gather more information from parents when children first start to help identify children's prior learning, to help plan more precisely for children's learning from the outset.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school deputy manager.
- The inspector held discussions with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of their role and responsibility to safeguard children. They are vigilant about signs that may lead them to be concerned about a child. Staff complete daily checks of the environment and when they take children on outings. They remove any identified hazards. When they light and show children very small fireworks, they place a high priority on maintaining children's safety. Staff attend one-to-one meetings with the manager and are encouraged to extend their formal childcare qualifications. This helps them to support children's learning and development well. The manager does not hold a relevant qualification at level 3 or above. However, this does not have an impact on children's safety or learning because she has a wealth of experience and ensures that the quality of teaching and learning is good.

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

Staff encourage parents to continue children's learning at home. They send home library books to encourage children's literacy skills. Staff promote children's learning well through play. They interact with children in a positive manner and know the children well. Staff listen to children's views and respond appropriately to children's comments. This helps children to feel valued and appreciated. Staff provide opportunities for children to learn about their local community and natural environment. They take children for nature walks in woodland and for trips to the church. Staff encourage children to develop their mathematical skills. They help them to recognise numbers and to find the same number of objects. Children demonstrate good listening skills and follow instructions.

### Personal development, behaviour and welfare are good

Children are keen to join staff at activities and show good relationships with them. They have their own baskets to store their belongings when they arrive, helping to give them a sense of belonging. Children are physically active. Outdoors, they ride on toys and negotiate a safe pathway to follow when they move around obstacles and other children. Staff promote children's personal hygiene well. They remind children to wash their hands after using the bathroom and the equipment available enables children to do this independently. Children behave well. Staff help children to learn to share and take turns. They give children plenty of praise and encouragement, helping to raise their self-esteem.

### Outcomes for children are good

Children make good progress in their development and learn skills for their eventual move on to school. They demonstrate good hand-eye coordination. Children use rolling pins to roll out dough. They show their imagination when they use combs to brush their hair. They pretend to put make-up on staff and brush their hair. Children tell other children that they are a 'hairstylist'. Children enjoy playing with small-world resources, such as toy cars. They confidently move around the track laid on the floor, showing their physical ability.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                   | 203895                             |
| <b>Local authority</b>                           | Essex                              |
| <b>Inspection number</b>                         | 10070294                           |
| <b>Type of provision</b>                         | Sessional day care                 |
| <b>Registers</b>                                 | Early Years Register               |
| <b>Day care type</b>                             | Childcare on non-domestic premises |
| <b>Age range of children</b>                     | 2 - 4                              |
| <b>Total number of places</b>                    | 25                                 |
| <b>Number of children on roll</b>                | 19                                 |
| <b>Name of registered person</b>                 | Rettendon Preschool Committee      |
| <b>Registered person unique reference number</b> | RP519132                           |
| <b>Date of previous inspection</b>               | 17 June 2015                       |
| <b>Telephone number</b>                          | 07762909351                        |

Rettendon Pre-School registered in 1984. The pre-school operates in Rettendon, Essex and employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds a qualification at level 5. The pre-school opens from 9am until 1pm from Monday to Wednesday, and from 9am until midday on Thursday, during term time. 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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