

# Celtic Rose Center

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



<b>Inspection date</b>	5 March 2019
Previous inspection date	17 October 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

### This provision is good

- The provider, manager and staff have worked hard to address the actions raised at the time of the last inspection. For example, they have reviewed all aspects of safety and risk assessments.
- Children form close and caring relationships with their key person and the other staff. They enter the setting confidently and quickly become engaged in purposeful play.
- Staff effectively observe children's play and use the information gained to assess their level of progress. Staff plan a wide range of activities to help children to make progress in their learning.
- Staff present the environment in an exciting and interesting way. For example, they create cosy spaces for children to use to sit quietly or to communicate with each other. This helps to capture children's interests and encourages them to play imaginatively.
- Partnerships with parents are good. Parents comment on the caring staff and say that their children are making good progress at the setting. They have regular opportunities to discuss their children's learning with their key person.
- On occasions, staff do not effectively extend children's learning, for example, they do not ask questions to help children to think critically and solve problems for themselves.
- At times, staff do not adapt activities well enough to provide sufficient challenge for older and more able children.

## What the setting needs to do to improve further

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

- develop the staffs' use of questioning skills, to help children to achieve even further
- develop the quality of teaching, for example, to ensure that all children, including older and more able children, are fully challenged in their play.

### 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 observed an adult-led activity and evaluated it with the manager.
- The inspector held a number of discussions with the provider, manager and staff. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to at the inspection.

### Inspector

Lynn Hughes

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The staff, the manager and the provider recognise the known indicators that might suggest a child is at risk of harm. They are very familiar with the setting's procedures and know how to report any concerns about children's welfare to the appropriate authority. The manager has an effective system for managing staffs' performance and actively encourages them to develop their knowledge. For example, staff have undertaken training on 'communication friendly spaces'. They make good use of this training and now present resources in exciting ways, to encourage children to fully explore these areas. Since the last inspection, the manager has improved staff deployment to ensure that children are well supported at all times. All staff have updated their paediatric first-aid qualification. The manager regularly meets with all staff to support and coach them. Key persons now make good use of the information they know about each child to assess their progress and to determine the next steps in the children's learning.

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

Staff demonstrate a good understanding of how children learn. They use their knowledge to provide an exciting range of learning opportunities. For example, children use their senses as they extract the juice of lemons and limes with small syringes. They talk about how the fruit makes the water in the water tray smell. Staff are close by to support the children's explorations. They help to promote their communication and language skills by talking about the activity. Staff use some mathematical language, during planned and children's freely chosen play, to help them to develop their knowledge of numbers and shapes.

### Personal development, behaviour and welfare are good

Children make choices over where they wish to play, each area is set out with a different selection of resources and activities. Children learn how to keep themselves healthy. For example, staff encourage children to wash their hands before touching food and when they have played outdoors. They enjoy a range of healthy snacks and are reminded which foods are good for them. Children are provided with daily opportunities to explore the wider community in which they live. All staff and children go for a daily walk, to the river, the woods, the allotments or local parks. Children learn how to cross the roads safely and understand the importance of holding an adult's hand. They know to walk sensibly between the adult leading the party and the one walking at the rear. While on these outings children explore and extend their physical skills. For example, they make use of a local hill to roll down and run back up.

### Outcomes for children are good

Children make good progress from their starting points and are well prepared for their next stage of learning and eventual move to school. Children are independent and enjoy guiding their own play. For example, they choose which colour paint they want to use and are encouraged to squeeze the amount they need into the tray. Children articulate their feelings well and share stories from home with their friends.

## Setting details

<b>Unique reference number</b>	EY547291
<b>Local authority</b>	Essex
<b>Inspection number</b>	10082701
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	McGibbon, Rosaleen
<b>Registered person unique reference number</b>	RP547290
<b>Date of previous inspection</b>	17 October 2018
<b>Telephone number</b>	01206871365

Celtic Rose Center registered in 2017. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2, 3 and 4. The setting opens from Monday to Friday during term time only. Sessions are from 8am until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

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