

# Inspection of Ring O' Roses Pre School

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

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Inspection date: 20 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children, including those who are new to the pre-school, are happy, confident and separate well from their parents at the start of the day. The manager and staff team have a kind and nurturing approach. They develop close relationships and provide good support and guidance. Staff are successful in working with parents to establish what children already know and can do before they start in the pre-school.

Staff provide a stimulating range of experiences based on children's interests, indoors and outside. Children enjoy staff joining in with their play because of their lively and enthusiastic approach. For example, they collaboratively enjoy building different structures using large terracotta foam bricks in the builders' yard and show good levels of involvement and imagination. Children develop a good awareness of healthy lifestyles. Staff encourage conversations about being healthy and children enjoy a healthy snack menu.

The manager observes staff practice and carries out regular supervision meetings to manage their well-being and performance. Training is well targeted to meet staff's individual professional development needs and helps to maintain the good quality of practice. Staff work in partnership with other professionals effectively to target and support children's development. This helps to promote continuity of care, and transitions for children are successfully promoted.

## **What does the early years setting do well and what does it need to do better?**

- Staff talk confidently about children's current levels of development. They regularly observe children at play and complete assessments of their learning and development. They use their findings to plan activities that they know children will enjoy, incorporating what they need to learn next. As a result, staff provide activities that capture children's imagination.
- Staff provide good levels of physical challenges and encourage children to explore and gain new skills. For example, children enjoy yoga sessions and have daily access to the outdoors where they can enjoy fresh air and exercise.
- Staff promote children's love of books, songs and rhymes. The children regularly use the comfy and cosy book corner, where they can sit and look at books and listen to stories. Children enjoy learning about mathematical concepts through some daily routines, for instance singing number rhymes, counting and matching activities.
- The manager and staff are motivated and passionate about the service they provide. They regularly complete training to build on their knowledge and skills, and evaluate the provision well. This enables them to identify areas to develop, in order to provide an effective curriculum for the children. For example, they

are embedding a new assessment system to encourage parents' greater involvement.

- Partnerships with parents are good. Parents are warmly welcomed into the setting. Various strategies, including coffee mornings and parent meetings, are used to engage parents, share information and support children's learning at home. Parents are delighted with the pre-school and are keen to share their very positive views.
- Staff use a calm and consistent approach to manage children's behaviour. They support children to find appropriate solutions when disagreements occur. Staff continually provide children with praise and encouragement, which helps them to feel valued and respected.
- The key-person system is effective, and children's individual needs are well known by all staff. The key persons and parents agree individual settling-in arrangements according to the needs of each child. This helps children form secure attachments and promotes their well-being and independence from the day they start.
- Staff successfully develop children's language for communication, for example through the good ongoing discussions and interactions. However, on occasions, staff do not leave enough time for children to think and respond to a question before moving on to the next one.
- Overall, daily routines are suitably organised to support children. However, children's varying levels of concentration and attention are not always considered by staff, for example when organising large-group activities. This results in children's attention not always being sufficiently captured.

## **Safeguarding**

The arrangements for safeguarding are effective.

The premises are safe and secure, and staff always supervise children and maintain the required staff-to-child ratios. This helps to ensure that children are kept safe from harm. The managers and staff have a secure knowledge and understanding of what to do and who to contact in the event of a child protection concern. Rigorous recruitment and vetting procedures ensure that all staff are suitably qualified and suitable to work with children.

## **What does the setting need to do to improve?**

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

- give children the time that they need to think and respond to questions, to develop their thoughts and ideas further
- review and amend the organisation of daily routines and large-group activities to maximise learning opportunities for all children.

## Setting details

<b>Unique reference number</b>	119513
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10119239
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Ring O' Roses Preschool Committee
<b>Registered person unique reference number</b>	RP904165
<b>Telephone number</b>	01702 617 106
<b>Date of previous inspection</b>	20 April 2017

## Information about this early years setting

Ring O' Roses Pre School registered in 1995. The pre-school committee employs seven members of childcare staff, six of whom hold appropriate early years qualifications between levels 2 and 6. The pre-school opens from Monday to Friday, from 9.15am until 12.15pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Tina Mason

## Inspection activities

- The inspector had a walk with the manager through all areas of the pre-school and discussed how the curriculum is organised.
- A joint observation was carried out by the inspector and the pre-school manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to staff and children.
- The inspector observed activities indoors and considered the impact of teaching on children's learning and development.

We carried out this inspection 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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