

# Inspection of Rowledge Pre-School

Rowledge Village Hall, The Long Road, Rowledge, FARNHAM, Surrey GU10 4DH

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Inspection date:

26 November 2019

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is good

The new owner, who is also the manager, is dedicated and ambitious towards her role and responsibilities. She has high expectations for the staff and the children who attend the pre-school. Children are developing good independence skills. They are encouraged to persevere and try things by themselves, for instance choosing their own resources and toys and putting their shoes and jackets on for garden play. Overall, children behave well and are learning about acceptable behaviour through the good role modelling of the staff team. However, occasionally, boys do not engage in purposeful play to build further on their learning. Staff are kind and respectful. They treat children as individuals with their own unique interests and personalities. Children settle quickly into the pre-school routines and have secure and strong attachments with all members of staff. The key-person system works well to help children to have individual attention towards building a sense of belonging and positive self-esteem. Staff encourage and praise children for their efforts and this helps them to build high levels of confidence in their own abilities. Staff use risk assessments that are regularly updated and adapted, to help children to have safe areas to explore and investigate in their play.

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

- The manager has worked tirelessly to build continually on the strong partnerships that exist with parents. Parents feel valued and included in all aspects of their children's progress and development. They enjoy the opportunities to speak directly with staff and in helping to set the next steps for their children's learning.
- Children enjoy making their own choices and are supported and encouraged by staff who value their characteristics. However, occasionally, boys do not engage in purposeful play, which does not fully help or support them to be engaged continuously in their learning.
- Staff are skilled at including mathematical concepts in children's everyday play and learning. For instance, they ask older children to count objects and further challenge them through questions to prompt their understanding. Younger children join coloured objects together, using their increasing problem-solving skills.
- Children have many opportunities to be physically active both indoors and outdoors. For example, they take calculated risks as they jump between large bricks and balance on planks, to work on their balance and spatial awareness. They become excited as they jump in puddles and land on both feet to build further on their mobility skills.
- Children are building a good awareness of their immediate community and the wider world around them. They recently engaged in a trip to the local memorial to help to commemorate Remembrance Day. This helps children to build

empathy and caring attitudes. Forest school walks help children to be more curious about the wonders of nature.

- Staff promote children's communication and language development well. Children enjoy reading stories and using puppets to re-enact scenes. They sing action songs together as they practise for the nativity play, and use coloured scarves to wave and move around to music. Children use a good range of vocabulary and can express their own needs and wants with ease.
- The manager monitors and tracks the progress that all children make. Staff closely observe children's development and this helps them to identify quickly any potential gaps in their learning. A recent review of the observation system by the manager has helped staff to have more quality time to spend interacting and capturing children's changing interests.
- Staff receive targeted support through a good use of supervisions and regular team meetings. The professional development of the team is precisely planned to help staff to reflect and improve their practice. Recent training has helped to focus the planning to promote children's physical development further.
- Children enjoy large-group opportunities, such as circle time, to help them to build important social skills in working with others. However, the organisation of these activities does not fully encourage much younger children to take part.
- Self-evaluation is used well to raise the quality of all areas of the pre-school. The manager includes and seeks the views and suggestions of parents, staff and children to help inform areas for improvement. Recent changes have included providing children with more independent access to resources.

## Safeguarding

The arrangements for safeguarding are effective.

There is a vigilant culture present within the staff team. Staff have a good understanding of how to identify potential signs and symptoms of abuse and the procedures they would use to report any concerns. This helps to support the welfare of children. The manager uses robust recruitment processes. She understands the importance of ensuring the suitability of all staff who work directly with the children, including on an ongoing basis. This helps to promote children's welfare effectively. Staff use thorough risk assessments to help keep children safe when playing and learning outdoors.

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

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

- plan more effectively for boys' learning, to help them to build higher levels of engagement and increase their concentration on chosen tasks
- review the organisation of group activities to include all children, to build on further experiences in their learning.

## Setting details

<b>Unique reference number</b>	EY361314
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10108664
<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>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Rowledge Pre-School Limited
<b>Registered person unique reference number</b>	RP907867
<b>Telephone number</b>	07751 366 392
<b>Date of previous inspection</b>	27 February 2015

## Information about this early years setting

Rowledge Pre-School registered in 2007. It receives funding to provide free early education for children aged three and four years. The pre-school is open Monday, Tuesday, Thursday and Friday from 9am to 3pm, and on Wednesday from 9am to 1.30pm. There are six members of staff. Of these, the manager and owner holds a level 5 early years qualification, four members of staff hold a level 3 qualification, and one member of staff holds an early years qualification at level 2.

## Information about this inspection

### Inspector

Gwendolyn Andrews

## Inspection activities

- The inspector conducted a learning walk with the manager and discussed the process of evaluation, how the curriculum for children's learning is planned and the current areas identified for improvement.
- The inspector observed the teaching and learning indoors and outdoors and the impact this has on the development of the children. The inspector spoke directly to parents and took their comments and written views into consideration.
- Discussions were held with staff and the children at appropriate times. The inspector also spoke to staff about their knowledge of safeguarding and the procedures in place for reporting any concerns.
- The manager and the inspector completed a joint observation and held a leadership meeting.
- A range of documentation was sampled, including suitability checks, recruitment files and professional development plans.

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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