

Inspection of Randlay Roundabouts Pre-School

Randlay Community Centre, Randlay, Telford, Shropshire TF3 2LR

Inspection date:

22 June 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are making some progress across the seven areas of learning. However, the organisation and the quality of teaching during some adult-led activities is not good enough in ensuring all children are effectively challenged. Nevertheless, children settle well on arrival and are happy throughout their time at pre-school. Some children attending this pre-school are beginning to understand how to show respect to staff and one another. They learn the importance of good manners, sharing and following the pre-school rules and boundaries. However, staff do not consistently manage all children's behaviour. Children readily socialise at mealtimes with one another and staff. They spontaneously form new relationships with other children and make one another laugh out loud.

Staff support children's health well. Children listen to stories and learn about the importance of strong bones and healthy teeth. They enjoy the large space available to them indoors. In less favourable weather, children access large play equipment indoors and navigate their way around an obstacle course. Children take every opportunity to practise their physical skills outside. They balance on stirrups, draw on large chalkboards and ride on scooters. Children access a suitable range of activities. They are keen to explore how a magnet works and some children confidently share their knowledge of which materials the magnet attracts.

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

- The manager describes the curriculum intent for the pre-school and how she supports staff to implement this in practice through a range of activities and the daily routines. However, the organisation of some of the activities is weak and the quality of teaching within this pre-school is too variable. Some activities present some children with little challenge. The arrangements for monitoring staffs' performance with regard to the quality of teaching are not robust enough in ensuring that children make as much progress as they possibly can.
- Staff support children well to understand what is happening now and what will happen next. For example, when children need reassurance, staff explain by using a clock face, what is happening currently and what will happen when the hands of the clock move forward. However, staff do not consistently apply their devised methods for managing children's behaviour for children who need additional support to manage their own feelings and behaviour. As a result, this gives some children a mixed message and leaves them confused about what staff expect of them.
- Children thoroughly enjoy listening to a range of music. They listen intently to identify the song that is about to play, as staff try to find the ones children like best. Children express real joy when it is a song they can sing and dance to. Staff follow the children's interests in moving their bodies in a variety of ways. In

a fun way, staff support children to show off the skills they have. For example, some children do a 'wiggle dance'. Staff applaud them and try to copy their moves. This raises the children's self-esteem and makes them laugh.

- Staff support children to become confident in communicating with others. Children who speak English as an additional language make secure progress in their language and communication skills. Staff find out from children's parents about the range of vocabulary they currently have in their first language. Staff obtain key words they are likely to hear the children use in their first language. They also obtain the translation of these words into English and how to pronounce them correctly.
- Staff help to ensure that children learn about leading a healthy lifestyle. At the onset of a placement, staff discuss with parents the types of foods to include in their child's packed lunches and which foods to avoid. For example, staff ask parents to refrain from including fizzy drinks, sweets, and chocolate bars. Staff suggest alternatives that benefit children's nutritional needs. For example, staff suggest parents provide fresh fruit, cheese, and raisins.
- Parents share that they are very satisfied with the service they receive. Parents compliment the staff on the support and advice they have given to them during challenging times, such as the current pandemic.

Safeguarding

The arrangements for safeguarding are effective.

In recent weeks, the manager and staff have taken action to ensure they are fully aware of the action they must take in the event of significant accidents involving children in their care. They have all researched best practice and revisited their first-aid training. Staff keep their knowledge up to date on local safeguarding procedures and also for what they must do in the event of a child protection concern. Staff are aware of the 'Prevent' duty and are vigilant and alert to the signs that may indicate children are being drawn into situations that put them at risk. Procedures for recruitment and selection of staff meet requirements.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure all staff consistently implement strategies designed to support and manage children's behaviour at all times	08/07/2021

improve the quality of teaching and the organisation of adult-led activities to ensure that all children are effectively challenged to make good progress in all areas of their development.	08/07/2021
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To further improve the quality of the early years provision, the provider should:

- monitor the quality of teaching more closely to help ensure standards are raised to a higher level.

Setting details

Unique reference number	EY442287
Local authority	Telford & Wrekin
Inspection number	10198564
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	13
Name of registered person	Randlay Roundabouts Pre-School Committee
Registered person unique reference number	RP527878
Telephone number	07851782005
Date of previous inspection	14 November 2017

Information about this early years setting

Randlay Roundabouts Pre-School registered in 2012. It operates from Randlay Community centre in Telford and is a committee-led group. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications from level 2 to level 5. The pre-school opens Monday to Friday during term time. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Lapworth

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector had a tour of the pre-school and completed a learning walk with the manager. The manager described how the environment and the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the evidence of the suitability of staff working in the setting.
- The inspector completed a joint observation with the manager.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

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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