

# Inspection of Roman River Preschool

Fingringhoe Village Hall, Chapel Road, Fingringhoe, Colchester, Essex CO5 7BH

---

Inspection date: 14 July 2021

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Requires improvement
--	----------------------

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

### The provision is good

Children experience an inviting and well-resourced play environment, both indoors and outside. They excitedly look for bugs in the garden, collect them in magnifying pots and find books about their habitats. Children develop good communication, teamwork and thinking skills. They negotiate with each other how to carry their large bowls of water across the garden. Children learn to manage their feelings well. They choose which type of emotion face indicates how they are feeling and are encouraged to talk about it.

Staff show children that they thoroughly enjoy their company. Children form strong bonds with staff and one another. Children love to engage in games with staff. They giggle to themselves while hiding, waiting for staff to find them. Children develop high levels of self-esteem. They approach visitors with confidence, ask questions and tell them about their favourite activities and members of staff.

Children develop good levels of independence. They lead their own learning. The variety of resources provided helps them to independently develop their creativity. Children learn to dress themselves and attend to their own self-care needs. They develop strong physical skills as they learn to navigate the hills and steps in the forest-like garden. Staff are always nearby to help when children need their support.

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

- The manager, who is covering maternity leave, has worked exceptionally hard since the last inspection to implement changes to improve the quality of the pre-school. She has shared her extensive knowledge in early years with staff. This has helped build staff confidence and has had a positive impact on children's learning and development.
- Staff feel well supported in their roles. They have attended a number of training courses and have regular meetings with the manager to discuss their progress and any further training needs. The manager has sourced courses such as behaviour management. Staff have taken on board what they have learned. They now manage children's behaviour in a calm and positive manner.
- The manager has implemented an exceptionally well-resourced learning environment. She has used her knowledge of how children learn best to transform the pre-school. It is now very inviting, exciting and inspiring to children. It enables them to lead their own learning and discover the awe and wonder of the world around them.
- Staff have a good understanding of how children learn. They get to know children well through regular observations and assessments of their play. Staff use this information to plan activities based around children's interests. They

then adapt their practice to provide children with the challenge they need to make good progress. However, sometimes, children who are less confident to engage in group activities are sometimes not fully included by staff, they sometimes focus on the more vocal children instead of including everyone.

- Children with special educational needs and/or disabilities make good progress in all areas of learning. The manager has implemented a significant amount of changes since the last inspection to ensure that all staff are fully aware of all children's needs and how to respond to them sensitively and effectively.
- Staff promote good communication and language skills. They maintain eye contact, are at children's level and add new words into their vocabulary. Books and other reading and writing resources are incorporated throughout the pre-school to inspire early literacy development. However, sometimes, staff do not give children enough time to think and respond to the questions they ask them.
- Staff form positive relationships with parents. During the COVID-19 (coronavirus) pandemic, they worked hard to maintain contact with families and support them with learning at home. When children returned to the pre-school, staff implemented a rota so that parents would all have a chance to speak with their children's key person about their day and ongoing progress.
- Children are well prepared for the next stage in their learning. The manager and staff have good links with the local primary schools. They share detailed information about each child's care needs and progress to ensure a smooth move to school.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding. They can identify the possible indicators of abuse, including wider safeguarding issues, such as radicalisation. Staff understand the steps to take to report their concerns, including if they believe the management are not taking the appropriate action. The manager and committee ensure that all staff are recruited safely. They make sure all suitability checks are completed before employment commences, including references from their most recent employer.

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

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

- provide children with more opportunities to develop their thinking and problem-solving skills
- develop staff awareness further in group activities, so that all interested children are included.

## Setting details

<b>Unique reference number</b>	402265
<b>Local authority</b>	Essex
<b>Inspection number</b>	10145923
<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 at time of inspection</b>	2 to 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Roman River Pre-School Committee
<b>Registered person unique reference number</b>	RP520633
<b>Telephone number</b>	01206729731
<b>Date of previous inspection</b>	5 February 2020

## Information about this early years setting

Roman River Preschool registered in 1997. The pre-school employs nine members of childcare staff. All staff members hold early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.30am to midday, and from 12.30pm to 3.30pm. The lunch club is available from midday until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Daniella Adams

## 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 pre-school manager and has taken that into account in their evaluation of the setting.
- The inspector and the pre-school manager completed a learning walk together. The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at the relevant documentation, such as evidence of the suitability of staff, and insurance documents.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector spoke with staff and children at appropriate times during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021