

Inspection of Ramsey Pre-School

School Lane, Ramsey, Cambridgeshire PE26 1AF

Inspection date:

17 November 2021

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The provider has failed to ensure that they meet all their legal roles and responsibilities. Some members of the management committee have not completed the necessary checks so that Ofsted can establish their suitability. This indicates a lack of efficiency in the leadership and management, which means children's welfare cannot be assured.

Staff provide a welcoming and secure environment, where children feel safe. They are kind and nurturing, helping children to develop good levels of self-confidence and an enjoyment of learning. Children are competent at managing their personal care. Staff are clear about helping children to be ready for school by ensuring they learn the key skills to support their future learning. Children develop their physical skills and gain a good understanding of healthy lifestyles. They learn to balance, control their muscles, and allow space for one another as they use equipment, such as ride-on toys.

Children follow the good example set by staff, who gently remind them of the rules. Staff praise children's efforts and children readily celebrate each other's achievements. This helps build their confidence and reinforces their positive attitudes to learning. Children relish the opportunity to be star of the day and explain it is because they shared their toys.

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

- The provider has failed to notify Ofsted of changes to the committee members. This means that suitability checks have not been completed by Ofsted to ensure every individual is suitable for their role.
- Partnerships with parents are well established and valued. Parents praise the quality of care their children receive and provide positive comments about their children's experiences. They appreciate the good information staff share about their children's learning and say that staff are approachable and friendly towards them and their children.
- Staff have a good knowledge of their key children. They understand what children need to learn next and use information from their observations of children to guide their planning. Occasionally, staff do not plan enough rich experiences for older children that challenge them and extend their learning.
- Staff gather good information about children when they first start at the pre-school. This enables them to tailor their support for children, particularly those with special educational needs and/or disabilities, so that all make good progress in their learning. Additional funding, such as special educational needs inclusion funding, is used well to support children's needs.
- Communication and language are a strong focus in the pre-school. Staff talk to

children during their activities. They ask questions that engage children's thinking and encourage them to share their ideas. Staff provide a commentary for younger children as they play to promote their emerging speech and widen their vocabulary.

- Staff promote children's good health and encourage them to be physically active. Children follow sensible hygiene routines and understand the importance of washing their hands before eating. They competently attend to their personal needs and help themselves to water throughout the day, helping them to remain well hydrated.
- Children enjoy listening to well-read stories. They enthusiastically join in, saying the familiar words. Staff adapt the activity to ensure that younger children can participate by organising story time in smaller groups. They recognise the importance of reading to children and share this with parents, encouraging them to read or look at books with their child at home. This provides children with good opportunities to hear lots of words, which contributes significantly to their future success.
- Staff work well together, and their morale is good. The manager values the staff team and provides effective support, ensuring staff have regular opportunities for training. However, the leadership team have not sought further ways to help all staff develop a deeper knowledge of teaching and learning.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has not informed Ofsted of some of the committee members so relevant checks can be completed. This means that children's welfare is compromised. However, staff have a good understanding of child protection and wider safeguarding issues. They know the importance of acting swiftly to protect children and the procedures to follow. Robust recruitment and vetting arrangements help ensure that staff working with children are suitable for their role. Effective staff deployment means that children are well supervised and cared for. Staff carry out daily checks and risk assessments to ensure that the premises remain safe and secure.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that Ofsted is provided with the necessary information to enable them to carry out suitability checks for all members of the committee.	10/12/2021

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

- plan and provide more highly challenging activities to extend older children's learning
- build on the already good practice and seek further ways to help all staff develop first-rate teaching skills.

Setting details

Unique reference number	EY466948
Local authority	Cambridgeshire
Inspection number	10213826
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare 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	37
Name of registered person	Ramsey Pre-School Committee
Registered person unique reference number	RP519013
Telephone number	01487710160
Date of previous inspection	6 July 2018

Information about this early years setting

Ramsey Pre-School registered in 2013 and is run by a committee. The pre-school employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above, including the manager who has a level 5 qualification. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Bright

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning.
- The manager and the inspector completed a learning walk together to discuss and understand how the early years provision and the curriculum are organised. The inspector completed a joint observation with the manager.
- The inspector had discussions with staff at appropriate times during the inspection. She took account of parents' views through written feedback.
- A meeting was held between the inspector, the manager, and the deputy manager. The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff.
- The children told the inspector about their friends and what they like to do when they are at pre-school.

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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M1 2WD

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