

Inspection of Roman Road Pre-School

United Reformed Church, High Street, INGATESTONE, Essex CM4 9EY

Inspection date: 26 January 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 excitedly arrive at pre-school and happily say goodbye to their parents as they are warmly welcomed by their key person. They quickly and confidently settle at activities. Children have established close bonds with all the staff and are clearly very comfortable in the cosy, familiar environment. They make friends easily and there is a calm atmosphere throughout the session. All staff speak knowledgeably about the children attending. It is evident through conversation with the staff that they fully consider and respect children's individuality.

The role-play area is extremely popular, and children engage with one another, acting out real-life scenarios. They cut vegetables with ease and have great fun with bubbles as they wash up the role-play equipment in the play sink. Staff skilfully support children's imagination. For example, when children decide to make a den, staff provide appropriate resources to assist their creativity. A well-established book club, where children can choose a book to read at home, enhances their love of stories. They learn to respect books and understand that print has meaning as they enjoy the quiet, comfortable and well-stocked book room. They giggle as they act out favourite stories, using the puppets and props available.

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

- The two managers work together effectively. They are a well-established partnership and have good systems in place to recruit, induct and monitor staff practice. The managers value their staff's individual skills, and welcome new ideas that will further enhance the curriculum. They encourage and support staff positively to develop their professional qualifications and attend training wherever possible.
- The staff team has formed friendly, professional partnerships with parents. Parents speak highly of every aspect of the pre-school. They comment that communication is very good and treasure their children's 'scrapbook', which documents their child's time at pre-school. Many spoke of how appreciative they are of the staff support when they have any concerns. Parents comment that staff follow the children's interest and that their children have made good progress and are keen to attend. They comment that it is 'heart-warming' knowing that staff treat their children as individuals and plan learning around their interests.
- Children are confident and eager learners. They comfortably communicate their needs and engage with their friends and the staff. The pre-school environment is rich in language. Staff speak quietly and calmly to the children and encourage good conversations. However, on occasions, they do not give children enough time to process questions and respond.

- Children's understanding of simple mathematics is well supported. Most activities have opportunities for counting, recognising numbers, space or shape. Children thoroughly enjoy learning mathematical language and simple sums, as activities are well planned and fun. For example, even the youngest children concentrate for some time, matching brightly coloured caterpillars in number lines. They excitedly speak about the caterpillars and count them in order.
- Staff provide children with a safe learning environment. Children use scissors safely and with skill. For those who are just learning how to cut, they practise using scissors in the play dough. In the writing area, other children cut paper and shapes with ease.
- Staff encourage children to be as independent as possible. For example, children take care of their personal needs, with staff on hand to assist if necessary. Children know to throw used tissues in the bin and wash their hands. A healthy eating project prompts lots of conversation. They learn about what foods are good for them and an understanding of how to stay healthy. Children explain that they love running and playing outdoors in the fresh air.
- Staff have high expectations for all the children attending. There is a sharp focus on supporting their personal, social and emotional development. Children's behaviour is good overall, and they understand what is acceptable. They listen when staff talk to them and positively respond to requests. On occasions, some staff are too quick to intervene in children's disagreements. This means children are not learning to negotiate with one another to establish a positive solution to a problem, for example, when sharing toys.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a sound understanding of how to keep children safe. They are clear about the process to follow should they have a concern regarding a child's welfare. Regular safeguarding training is a priority to ensure all staff, including new members, are confident and have a good knowledge of how to protect children. Staff support and educate children through well-planned, supervised activities to take safe risks, which means children learn the importance of how to stay safe and healthy. A thorough recruitment policy ensures children are cared for by staff who understand their roles and are suitable to do so.

What does the setting need to do to improve?

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

- help staff to develop their questioning skills so that children think for themselves and have time to respond
- provide children with more opportunities to take responsibility for themselves and solve problems when negotiating how to share resources.

Setting details

Unique reference number	EY410899
Local authority	Essex
Inspection number	10063006
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	28
Number of children on roll	40
Name of registered person	Sarah Booth and Elaine Bellamy Partnership
Registered person unique reference number	RP529809
Telephone number	07724156846
Date of previous inspection	7 December 2015

Information about this early years setting

Roman Road Pre-School registered in 2010. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens each weekday morning during school term time only. Sessions are from 9.15am until 12.15pm, with a lunch club session from 12.15pm until 1.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

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 provider and has taken that into account in their evaluation of the pre-school.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning.
- The manager/provider 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/provider.
- The inspector had discussions with staff at appropriate times during the inspection. Parents spoke to the inspector about their views of the pre-school.
- A meeting was held between the inspector and the manager/provider.
- The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff.

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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