

Inspection of Rettendon Pre-School

The Memorial Hall, Main Road, Rettendon, Essex CM3 8DS

Inspection date: 8 June 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children arrive happily at the pre-school. They confidently choose what they would like to play with as they move around the setting, both inside and out. Children negotiate the outside equipment safely. They peddle tricycles and scoot along, developing their large physical skills and spatial awareness. Children show great excitement when making bubbles. Staff provide child-safe containers, that help children to remove the wand and blow bubbles independently. This activity sparks children's imagination. They shout and point with glee, chasing and popping bubbles or flapping their hands to make them fly 'higher and higher'.

Children manage a wide range of single-handed tools with confidence and control. They behave well and have a keenness to learn. Children show sustained interest in activities planned by staff. For example, the pre-school children enjoy sorting coloured crayons and drawing on large sheets of paper. They have great fun naming different colours and skilled members of staff make sure that they pronounce these correctly. For example, staff clap out the number of syllables in each colour name to help children identify and repeat the correct pronunciation.

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

- The manager is supportive towards staff, providing regular supervision meetings. She also encourages them to attend all mandatory training. However, the programme of professional development is not sharply focused on driving the quality of teaching to the highest level.
- The manager and staff work well as a team, reflecting on practice. For example, since the last inspection, the manager has updated various safeguarding policies and procedures. These have been shared with staff and parents to ensure that everyone knows how children's welfare is protected.
- Staff support children with special educational needs and/or disabilities. They provide a calm atmosphere and use visual aids, including simple sign language to help children understand what is happening next. This also supports them to follow daily routines. Staff work with outside agencies, such as the local authority education partner and special educational needs coordinator, to help them meet children's individual needs.
- Staff encourage good behaviour, using positive strategies, such as celebrating children's achievements. For example, children thoroughly enjoy receiving a thumbs-up, fist bump or 'high five' when they complete a task successfully.
- Staff help children to develop their personal skills and independence. Children grow in confidence and show that they are developing good coordination skills, as they successfully put on their sweatshirts before going outside. Older children take themselves to the toilet and successfully learn how to manage personal hygiene before they move on to school.

- Children enjoy the opportunity to sit with their friends at mealtimes. Staff encourage them to think about the food they are eating, where it comes from, and how it helps them to grow.
- Children listen intently to stories and are keen to repeat phrases from the book, to each other. This skill is used again by children when they take part in organising make-believe play. Children use their imagination and what they have learned from books, conversations, and previous experiences.
- Risk assessments are carried out by staff to ensure that the setting remains secure and safe. Children learn about potential risk and to think about the consequences of their actions. For example, while running, staff remind them to use 'walking feet'. They also talk to children about the dangers of table corners and what might happen. Children show their understanding when they stop running and agree that this is best done 'outside', where there is plenty of space.
- Parents are very complimentary about the provider, manager and staff. They say that their children love attending and that it is 'very much a home from home' setting. Parents talk about how they value the opportunities their children enjoy. They also confirm that their children make good, all-round progress, ready for their eventual move to school.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff have a good understanding of their responsibilities to safeguard children. They are confident about the procedures to follow should they have concerns about any of the children in their care. Regular training and staff meetings help to keep their knowledge of wider safeguarding issues up to date. The manager has implemented robust recruitment procedures when appointing new staff. This includes induction and ongoing checks to ensure that staff are and remain suitable to care for children.

What does the setting need to do to improve?

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

- build on the already good practice and seek further ways to help all staff develop first-rate teaching skills.

Setting details

Unique reference number	203895
Local authority	Essex
Inspection number	10226546
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	25
Number of children on roll	20
Name of registered person	Rettendon Preschool Committee
Registered person unique reference number	RP519132
Telephone number	07762909351
Date of previous inspection	10 January 2022

Information about this early years setting

Rettendon Pre-School registered in 1997. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from 9am to 1pm Monday to Wednesday, and from 9am to midday on Thursday, during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Clements

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 provider, and this has been taken into account in their evaluation of the setting.
- The manager and inspector completed a learning walk of the pre-school, inside and outside.
- The inspector carried out a joint observation of an activity, with the manager and together, they evaluated this.
- Children spoke to the inspector about what they enjoy doing in the setting.
- Parents and staff spoke with the inspector at appropriate times during the inspection
- The inspector reviewed relevant documentation, including the suitability checks of all adults working in the setting.

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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