

Inspection of Romsey Mill Pre-school (Hemingford Road)

Hemingford Road, Cambridge, Cambridgeshire CB1 3BZ

Inspection date: 16 September 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children and parents receive a warm welcome on arrival. Staff are nurturing and kind. This helps children to feel valued and secure. Staff make sure they get to know the children and their families well from the first day they start. Children have extended time to settle, and staff support each child's individual needs. Children show that they are happy as they explore the setting and become engaged in activities. They investigate how to fasten together the train carriages as they play with the train set. Through trial and error, children manage to connect the carriages together and complete a circuit of the track.

Children learn to play alongside their friends. When they struggle to get along, staff help them to understand how their friends might feel. For example, staff talk to children about having 'kind hands'. Children manage their personal hygiene needs well for their age. They have a good understanding of healthy routines, as they practise washing their own hands. Children are growing in independence as they use forks to pick up fruit during snack time. They have free access to their own water bottles and choose between water and milk at snack time.

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

- Staff plan suitable activities that are exciting and interesting and support children's interests. For example, children dig the sand and plant flowers in the mud. However, staff do not consistently support children to explore the environment and resources in their own way, to extend and enrich their learning.
- Children enjoy healthy snacks and sitting with their friends during snack time. Staff sit with children to model good table manners.
- Leaders share their vision of the setting with all staff. They focus on the community and providing different experiences and opportunities to raise children's awareness of the world around them. For example, they celebrate festivals that are meaningful to them.
- Staff support children with special educational needs and/or disabilities and those who speak English as an additional language well. For example, while children settle, staff gather familiar words and phrases in children's home language. As a result, children make good progress given their starting points.
- Staff support children's communication and language development well. Children laugh in delight as they sing familiar songs, while cuddling 'Romsey' bear. Staff narrate their play and speak clearly for all children to understand. They introduce new words, such as 'cut, push' and 'pressure', while cutting the wooden fruit.
- Children benefit from many opportunities to develop their physical skills. They use their large muscles as they jump off wooden logs and roll large hoops across

the hall. Children develop their coordination and core strength as they climb up the steps of the climbing frame. They gain good control as they balance and move their bodies in different ways.

- Children use numbers spontaneously in their play. They learn early mathematical concepts, such as when they take away monkeys in their favourite counting song.
- Parents talk very positively about the support staff offer them and their children. There is a strong community spirit between parents and staff. Parents are extremely eager to share their comments about the setting, and they particularly compliment the 'family vibe'. They comment on how well their children have settled.
- Staff work well together as a team. 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 deep knowledge of teaching and learning that consistently supports children in purposeful play.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of their responsibility to safeguard children, which includes whistle-blowing. They recognise the signs and symptoms that might indicate a child is at risk from harm or abuse. Staff receive regular safeguarding training, including the 'Prevent' duty. They know the procedures to follow if they have any concerns regarding a child's welfare. The management team has robust recruitment procedures in place and completes ongoing checks to ensure the suitability of staff. Staff use risk assessments and daily checks to make sure that the environment is free from hazards and children's safety remains a high priority.

What does the setting need to do to improve?

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

- support staff to act on opportunities to extend children's learning to the highest levels, while allowing children to use their imagination and explore their own play and learning ideas
- build on the already good practice and seek further ways to help all staff provide high-quality teaching to consistently support the play and learning experiences for children.

Setting details

Unique reference number	221864
Local authority	Cambridgeshire
Inspection number	10113212
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	24
Number of children on roll	15
Name of registered person	Romsey Mill Trust Limited
Registered person unique reference number	RP517201
Telephone number	01223 213 162
Date of previous inspection	17 May 2016

Information about this early years setting

Romsey Mill Pre-school (Hemingford Road) registered in 1992. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens from Monday to Friday, during school term times. Sessions are from 9am until 12pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Topham

Inspection activities

- This was the first routine inspection the setting 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 her evaluation of the provider.
- The manager and inspector carried out a learning walk together to discuss the setting's intentions for children's learning.
- The manager and inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to parents and children and took account of their views.
- The inspector held discussions with the management about safeguarding and how they evaluate practice.
- The inspector looked at relevant documents, including paediatric first aid, qualifications, insurance and suitability checks.

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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