

Inspection of Rosliston Under 5's Pre-School

Village Hall, Main Street, Swadlincote, Derbyshire DE12 8JW

Inspection date: 12 May 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive at the pre-school happy, and they are keen to engage with the good range of activities staff provide. Staff follow children's interests well and make sure that all children engage in activities of their choice. Children generally show good behaviour. They are polite and respond to adults. Older children automatically say 'please' and 'thank you' when spoken to.

Children are particularly motivated when outdoors. They rush to the garden area and happily stay outdoors for a large amount of time. Children experience planting broad beans and discuss which will grow the best, with staff encouraging their critical thinking and excitement. Staff support children to talk about their life experiences when role play is provided. For example, staff provided the doctor's kit, which provided opportunities for the children to talk about how some have had their pre-school vaccinations.

Staff are responsive to children's needs and work closely with parents. This means that children get the support they are entitled to. Parents confirm they are happy with the level of interaction and dedication the staff team give to their children.

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

- The curriculum is well planned, and all staff ensure that children get the best possible start in life. Staff are skilful and adapt their planning to each child's interests. Children continue to be excited about their learning. For example, staff encourage children to role play being a doctor by helping the dolls in the hospital, and they show the children how to perform CPR on their doll. However, at times, play is not extended, therefore, children are not learning new things. For example, children use play equipment in familiar ways, and staff do not prompt children to think about how they can use things differently.
- Staff support children's language well. They have a clear focus on getting the children to use their speech, such as when requesting the snack they would like. Staff are aware of children who need extra support and are quick to act on this. They refer children to other professionals, such as speech and language therapists, at the earliest chance. The manager has put in place simple sign language for staff to use to help them to communicate with children who are less able. However, this is not yet used effectively.
- Staff use the outdoor space well. Children are aware of what the space is used for and follow rules correctly. For example, they know that bicycles are at one end of the play area, and the creative and messy area is at the the other end to help to stop accidents.
- Staff organise a range of mathematical activities throughout the day. For example, the children created caterpillars using play dough. Staff then

encouraged them to use match sticks for their caterpillars' legs and then counted them in order.

- Staff focus closely on parent partnership, ensuring all families are provided with feedback on their children's day. This is given verbally. Staff and the committee make sure that parents feel valued and share ideas together to fundraise for the pre-school.
- Parents speak exceptionally highly of the nursery team. They report that they have a close relationship with all of the staff team, and that staff go above and beyond their job roles to make the families feel welcome.
- The manager works hard to support her team, with regular well-being catch-ups. The manager provides effective supervision and training to improve teaching and learning, including the impact of staff performance and reducing workload.
- Staff support children's behaviour by encouraging them to self-regulate in calm areas around the room, such as yoga mats and feeling boards. However, some of the older children still become very loud and boisterous, and staff do not remind children about these areas in order to help them calm themselves.

Safeguarding

The arrangements for safeguarding are effective.

All staff are aware of how to safeguard children. The manager ensures that staff's safeguarding training is all up to date. Staff can identify when children may be at risk from harm and know who to refer to. They have good knowledge of all aspects of safeguarding, in particular female genital mutilation, county lines and the 'Prevent' duty. There is a robust recruitment and induction process that helps the manager to ensure that staff are suitable to work with children and carry out their role. The pre-school is a safe and secure premises and staff are vigilant within this space.

What does the setting need to do to improve?

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

- develop staff skills to support older children to self-regulate by fully using the behaviour strategies in place
- provide enough challenge for children and extend on what they already know
- use all elements of support to help less-able children to communicate effectively.

Setting details

Unique reference number	206848
Local authority	Derbyshire
Inspection number	10285410
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	30
Number of children on roll	28
Name of registered person	Rosliston Under Fives Pre-School
Registered person unique reference number	RP522852
Telephone number	07986171055
Date of previous inspection	5 October 2017

Information about this early years setting

Rosliston Under 5's Pre-School registered in 1975 and is managed by a committee. The pre-school opens Monday to Friday, during term time only. Sessions are from 9am until midday. The pre-school employs three members of staff. All of these hold appropriate early years qualifications at levels 3 and 4. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Sigley

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Documents were presented, such as first-aid qualifications and Disclosure and Barring Service information
- The manager and inspector completed a joint observation.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents to get their view on the nursery.
- The manager and the inspector discussed how the manager organises their early years provision, including the aims and rationale for the early years foundation stage curriculum.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023