

Inspection of Rush Green Preschool

Rush Green Community Association, Rush Green Road, Romford RM7 0LB

Inspection date: 3 May 2024

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

Staff provide a warm, welcoming and friendly atmosphere in a well-equipped setting. Children form secure attachments with the staff due to effective settling-in procedures. Staff plan exciting and challenging activities that cover all areas of the curriculum. For instance, they follow the children's interest in vehicles and provide different sizes of cars, ramps, and road maps. Staff are enthusiastic and support the children in making their own choices and accessing a wide range of resources, such as cornflour, pasta, paints, and sand. Staff are good role models for the children, demonstrating how to feel different textures and use resources appropriately. Overall, children show good concentration, with positive attitudes towards their learning.

Children make good progress from their starting points, with most activities tailored effectively to their individual interests and needs. This includes children with special educational needs and/or disabilities, and those in receipt of additional funding. Staff actively promote children's listening, attention, and communication skills, with older children listening to and discussing the story of the week. Effective questioning ensures that children are involved and their learning is extended. Children generally behave well and, at the beginning of each session, they are guided to understand simple rules. Staff treat children with kindness and respect, and consistently praise children for helping to tidy up or for being kind to their friends.

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

- The skilled and qualified team monitor and assess the learning and development of all children. They plan and implement a range of challenging activities that cover all aspects of learning. For example, staff help children to work together to create junk models with a range of materials, such as containers, paint, glitter and soft materials. However, the staff could improve their use of their observations to implement children's next steps in learning more precisely.
- Resources are arranged attractively and within easy reach, which allows children to explore and make independent choices. For instance, children become engrossed as they build a house with sand and large play bricks and discuss the size of the house. However, at times, some children lose interest quickly, move from one activity to the next, and miss learning opportunities. This is because staff do not always ensure that all children are fully engaged in their chosen play.
- Staff support children's understanding of mathematics and sensory skills effectively. They teach them how to count objects, introducing words like 'empty' and 'full' to compare capacity, as they collect rainwater in the playground. Younger children are fascinated as they explore using cornflour and enjoy

combining coloured spaghetti and water with the flour.

- Staff interact attentively with children and help to develop their reading skills, and imaginations, as they role play and read stories to them. In this way, children become familiar with story themes, characters and wide-ranging vocabulary and language. Young children care for dolls and pretend to make a meal for staff, who skilfully join in with their play.
- Children are encouraged to lead a healthy and active lifestyle, which includes regular physical exercise and outdoor play. For instance, in the playground, children practise their balance and coordination while using rockers, wheeled toys, and giant spinners. Additionally, children are provided with a variety of healthy and nutritious snacks, and the staff talk to them about the benefits of healthy eating. This approach helps children develop positive attitudes towards their physical and emotional well-being.
- Leaders and staff are dedicated to keeping parents and carers informed and engaged. They achieve this through daily discussions, termly newsletters and regular meetings, where parents and carers can communicate with their child's key person. Feedback from parents and carers is positive, with many praising the hardworking staff. They observe that their children enjoy attending the pre-school and have made notable progress.
- The manager is committed and has high expectations for her staff. Effective procedures for recruitment and supervision are in place. Staff say they are well supported and professional development is actively encouraged. For example, recent training in early years has helped staff plan how to develop boys' mark-making skills and promote children's communication and language effectively. Children are well prepared for their future learning, including starting school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- make full use of what is known about children in order to deliver opportunities to support their individual next steps more effectively
- develop strategies to help children focus on their self-chosen activities and concentrate for longer periods of time.

Setting details

Unique reference number	EY501153
Local authority	Havering
Inspection number	10335228
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	42
Name of registered person	Rush Green Preschool Ltd
Registered person unique reference number	RP911010
Telephone number	07887537115
Date of previous inspection	7 June 2018

Information about this early years setting

Rush Green Preschool registered in 2016. It operates from Rush Green Community Association in Romford, in the London Borough of Havering. The setting receives funding to provide free early education to children aged two, three and four years. The setting operates Monday to Friday from 9.15am to 2.15pm during term time only. The pre-school employs seven staff, four of whom hold appropriate early years qualifications.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 carried out a joint observation of a group activity with the manager.

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 2024