

# Inspection of Rockingham Community Pre-school Playgroup

Rockingham Community Centre Lower Hall, Off Rockingham Street, Falmouth Road,  
LONDON SE1 6QN

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Inspection date: 18 July 2024

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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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 arrive happy and settle quickly into their welcoming pre-school. Staff warmly greet children and their families on arrival. All children are familiar with their daily pre-school routine. This supports them to feel confident and independent in their play. The learning environment provided encourages children to choose a range of activities. Leaders and staff plan in the moment to extend children's learning and build on their interests. For example, children mould and shape play dough to create eggs. This follows on from a video of interest about a bird that laid eggs. During small group activities, children learn to communicate and express their ideas.

The team has high expectations for all children, including those with special educational needs and/or disabilities. Staff monitor children's progress across all areas of their learning and development. This supports the early identification of gaps within children's learning. Leaders work with local schools to support positive transitions when children move on to their next stage of education.

Staff help children to behave well. Children take turns and share their resources with each other. Older children distribute their resources to younger children to encourage their involvement in activities. Staff positively support children to manage their self-care skills. Children independently access the bathroom sink to wash their hands when dirty.

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

- Staff support children to learn new vocabulary by building on their existing speaking and listening skills. Children are encouraged to share their experiences, thoughts, feelings and interests. Staff support children's conversational talk using questions, prompts and the use of visual cues. All children, including those who speak English as an additional language, develop into enthusiastic talkers.
- Children are well supported in developing their physical skills. Children confidently navigate wheeled toys around the garden. They enjoy dance sessions and movement games. Staff fully support children's understanding of healthy food choices. Children discuss healthy food groups during their snack time. They learn about the negative impact of sugar on their teeth and share their experiences of visiting the dentist.
- Parents provide complimentary feedback. They comment on how their children have progressed in their confidence and communication. The parents value daily feedback regarding their child's care needs and daily activities. However, not all parents are aware of their child's next step, to help them support and continue children's learning at home.
- Children enjoy opportunities to make marks using a range of mark-making tools.

Children choose pencils, pens and paintbrushes. Children are developing their fine motor skills to support early writing.

- Staff promote early literacy skills. Books are easily accessible, which encourages children to choose their book of interest. Children independently turn pages, look at pictures and recall key characters or phrases from familiar stories. During group story sessions, staff read with energy and enthusiasm. Children listen with interest and share their predictions about the story.
- Staff ensure children have fun as they learn during small-group, focused activities. Children fill and empty containers of various sizes during water play. Children notice the volume and use their mathematical knowledge as they work to scoop water to fill up the watering can. Staff demonstrate good teaching skills. However, they do not consistently promote children's development to the highest level possible.
- Staff work well as a team to keep children safe and help them learn. Leaders act as good role models; they communicate and share knowledge daily to support all children. They evaluate their practice and attend training to build on their knowledge of the curriculum.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## **What does the setting need to do to improve?**

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

- share children's next steps with parents to further support children's learning at home
- support staff to continue to develop their practice to consistently raise the quality of teaching to the highest standard.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | 107642  |
| <b>Local authority</b>                             | Southwark   |
| <b>Inspection number</b>                           | 10351418  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Full day care   |
| <b>Age range of children at time of inspection</b> | 2 to 4  |
| <b>Total number of places</b>                      | 16  |
| <b>Number of children on roll</b>                  | 11  |
| <b>Name of registered person</b>                   | Rockingham Community Pre-school Committee   |
| <b>Registered person unique reference number</b>   | RP517525  |
| <b>Telephone number</b>                            | 020 7403 0795   |
| <b>Date of previous inspection</b>                 | 5 September 2018  |

## Information about this early years setting

Rockingham Community Pre-school Playgroup registered in 1994. It is located in the London Borough of Southwark. The setting operates Monday to Friday between 9am and 3pm, during term time. Four staff work with the children, including the manager. Staff hold relevant childcare qualifications at level 3, level 4 and level 5. The provider is in receipt of funding to offer free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Onyi Ojukwu

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager and inspector completed a learning walk together of the setting and discussed the early years curriculum.
- 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 deputy manager and inspector carried out a joint observation of a group activity.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff 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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