

Inspection of Rolleston Pre-School Playgroup

School Lane, Rolleston-on-Dove, Burton-on-Trent, Staffordshire DE13 9AQ

Inspection date: 7 November 2024

Overall effectiveness

Good

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Parents and children are warmly welcomed into this wonderful setting. Children immediately engage enthusiastically in the exciting range of toys and activities that is planned for their enjoyment. They demonstrate extremely positive learning behaviours that are consistently recognised and celebrated by staff. For example, children listen and focus attentively during group activities as they proudly copy and repeat the sounds that are modelled by staff. Children are very polite, and they consistently show care and consideration towards their friends. They share, take turns and help each other when playing. For example, when moving large pieces of wood, children take hold of the opposite ends to lift and move the wood carefully together. The extremely attentive and caring staff are excellent role models, and children's behaviour is exemplary as a result.

Staff expertly share books and read stories with children, which ignites their imaginations and motivates their play. For example, after listening to a pirate story, children eagerly engage in imaginary play outside, as they transform outdoor physical equipment into a pirate ship. Children develop important physical skills and are encouraged by staff to think about and manage their own risk as they play. For example, they carefully navigate and coordinate their way along rope bridges in search of 'sharks' and balance their way along wooden benches as they excitedly 'walk the plank'. Staff respond skilfully to children's ideas as they play, expertly extending and challenging their learning. For example, children are encouraged to problem solve and think critically about what resources they can use to make a flagpole. Children show pride in their achievements as they wave their finished flags, and their efforts are congratulated by staff.

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

- There has been an oversight on behalf of the registered body. They failed to notify Ofsted when trustees have left and when new trustees have joined. This is a breach in requirements and an offence. Furthermore, appropriate forms to Ofsted have not been submitted to allow suitability checks to be completed. That said, there is no impact on the outcomes for children. The registered body completes their own disclosure and barring checks, and they do not have direct contact with children or involvement in the management of the provision.
- The dedicated and passionate managers and staff at this inspiring setting have a strong vision of what they want children to learn. They work highly effectively as a team to skilfully implement an engaging and extremely creative curriculum in response to children's evolving curiosity and personal interests. Children's progress is tracked efficiently by staff and is used adeptly to identify and plan their next steps in learning. Children, including those with special educational needs and/or disabilities, make exceptional progress as a result.

- The quality of teaching is inspirational. Highly qualified staff masterfully use songs and stories to support children's developing language. They consistently share and model new vocabulary and engage in deep and purposeful conversations with children to develop their understanding. For example, when young children listen to the story of a gingerbread man, they excitedly join in with the repeated story language. They develop empathy as they talk about how the characters feel at different points in the story.
- Extensive opportunities for children to develop their literacy skills and mathematical knowledge are seamlessly threaded throughout the daily provision. Children develop exceptionally high levels of independence. They learn about good health and hygiene as they confidently tend to their own personal care needs and learn about healthy eating. This prepares children extremely well in readiness for starting school.
- Managers and staff continually strive for excellence. They consistently evaluate the quality of teaching and practice across the provision to inform an aspirational action plan that drives ongoing developments. Managers undertake regular supervisions with staff to support their well-being and identify training opportunities that further enhance their individual strengths. For example, staff deepen their understanding of how to plan activities during forest school week that extends children's understanding of the world around them and supports their well-being.
- Parents report that their children thrive and make phenomenal progress in this wonderful setting. They appreciate the regular and detailed information shared with them about the impressive progress made by their children. Parents comment favourably about how staff help children to learn about different faiths and cultures. Parents say they feel very lucky that their children attend this outstanding setting.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure any new trustees submit appropriate forms to Ofsted to allow suitability checks to be completed.	29/11/2024

Setting details

Unique reference number	218214
Local authority	Staffordshire
Inspection number	10371776
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 4
Total number of places	24
Number of children on roll	44
Name of registered person	Rolleston Pre School Playgroup & Toddlers Committee
Registered person unique reference number	RP908699
Telephone number	01283 247523
Date of previous inspection	12 March 2019

Information about this early years setting

Rolleston Pre-School Playgroup registered in 1992 and is situated in Burton-on-Trent. The pre-school employs seven members of childcare staff. One has early years professional status and two staff have qualified teacher status. One member of staff has an appropriate early years qualification at level 4. Two staff members have a level 3 qualification in early years, one of these also holds a forest school leader qualification. One member of staff has a relevant early years level 2 qualification. The pre-school opens from Monday to Friday, during term time. Sessions are from 8.45am to 5.30pm, Monday to Thursday, and from 8.45am to 3.30pm on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sue Bradford

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke to parents to gain their views of the setting.
- Staff spoke to the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the staff working in the nursery and the trustees.

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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