

# Romsey Centre Pre-School

Dr Peter Centre, Baden Powell Way, Mountbatten Way, Romsey, Hampshire. SO51 8EA



<b>Inspection date</b>	5 November 2015
Previous inspection date	3 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The pre-school committee has successfully formed a strong staff team led by an experienced, well-qualified manager, who is highly ambitious for the pre-school.
- Staff are good role models for the children. The quality of teaching, including the routine of the day and the use of play space, has improved and is now good overall.
- Parents share information about what children know, and can do, before children start at the pre-school. This helps staff to support new children well and plan activities that meet their individual learning needs.
- Children play and explore happily, choosing from a wide range of exciting activities and resources.
- Parents are highly positive about the pre-school. The effective key person system ensures parents regularly receive information regarding their children's well-being and learning.

### It is not yet outstanding because:

- Partnership working with one local school is effective in supporting children moving on to the next stage in their learning, but this does not extend to all schools in the area.
- Each child's progress is carefully monitored. The manager has identified a system for analysing the progress of groups of children, such as boys and girls, but this has yet to be implemented.

## What the setting needs to do to improve further

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

- develop partnerships with all local primary schools in order to ensure all children experience a smooth transition on to the next stage in their learning
- implement the new system for monitoring the progress of groups of children in order to ensure achievement gaps are narrowing.

### Inspection activities

- The inspector observed teaching and the impact of this on children's learning both inside and in the outdoor classroom.
- The inspector spoke to children, parents and staff as appropriate throughout the inspection.
- The inspector conducted a joint observation with the pre-school manager.
- The inspector held a meeting with the chair of the pre-school committee.
- The inspector held a meeting with the pre-school manager.
- The inspector sampled a range of documents including policies, suitability checks, training records, children's learning folders and scrapbooks.

### Inspector

Penny Fisher

## Inspection findings

### Effectiveness of the leadership and management is good

The new manager has worked well with the committee and the local authority to implement positive changes in the pre-school. This has led to rapid improvement. Staff are dedicated and sharply focused on the needs of the children. They feel well-supported. There are thorough induction procedures for new staff. Regular supervision and team meetings ensure that staff are included in developments and that training needs are identified. Observations of teaching are used effectively to help staff develop their practice further. Safeguarding is effective. Staff are aware of potential risks to children, monitor children's absences and know what to do if they have any concerns about a child.

### Quality of teaching, learning and assessment is good

Children enjoy their time at pre-school and settle quickly into their play. Each child's learning and development is carefully observed, accurately assessed and well planned for. New systems for evaluating children's progress have been welcomed by staff and are effective. Activities are based on children's interests. This results in children being busy and engaged in active learning throughout the session. Children are, therefore, well-motivated, keen to learn and well-prepared for moving on to school. The routine of the day allows children plenty of time to become engrossed in activities. For example, they concentrate well as they create firework pictures and pour water through the 'water wall'. Staff ask questions that challenge children's thinking and help them to solve their own problems. For example, children work out how much water to add when mixing their own paint colours.

### Personal development, behaviour and welfare are good

Much work has gone into enhancing the layout of the play room since the last inspection. Resources, although packed away on a daily basis, are thoughtfully planned both indoors and outside. For example, quiet learning areas are created to encourage children's concentration and listening skills. Settling-in procedures are tailored to the families' needs. These sensitive and effective arrangements help children feel secure. Warm relationships with staff help children to grow in confidence and develop their independence. For example, they choose the resources they want to play with, put on their wellington boots and wash up their plates following their visit to the snack bar. Children's behaviour is well managed as they are provided with clear explanations to support their understanding of right and wrong.

### Outcomes for children are good

Children make good progress from their starting points. Regular observations and assessments ensure that any gaps in children's learning are quickly identified and that additional support is provided when needed. There is a strong focus on developing children's communication and language skills; children with English as an additional language are well supported. For example, the pre-school staff use signing effectively with all children and provide visual timetables to support children's understanding.

## Setting details

<b>Unique reference number</b>	EY463985
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1007624
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Romsey Centre Pre-School Committee
<b>Date of previous inspection</b>	3 November 2014
<b>Telephone number</b>	07946113678

Romsey Centre Pre-school is run by a voluntary management committee. The pre-school registered in the current premises in 2013. It operates from halls in the Dr Peter Scout Hall, in the centre of Romsey, in Hampshire. Children have access to an enclosed outside play area. The pre-school is open from 9am to 12 noon, Monday to Friday, term time only. It operates further afternoon sessions on Monday, Tuesday and Friday from 12 noon to 3pm. Children attend for a variety of sessions or all day. It is registered on the Early Years Register. The pre-school receives funding for the provision of free early education for children aged two, three and four years. At present, there are 42 children on roll. The pre-school supports children who are learning English as an additional language and those with special educational needs. A team of five staff work with the children. All staff hold relevant early years qualifications and the manager has Early Years Professional status.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

