

Romsey Mill Pre-School (Ross Street)

Ross Street Community Centre, 75 Ross Street, Cambridge, CB1 3UZ



Inspection date	6 July 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children have free access to a well-resourced outdoor area for the majority of the session. This helps to support children who prefer to learn outdoors.
- Behaviour across the pre-school is excellent. Children are polite and friendly, and are learning to take turns and share. As they move about the pre-school children take great care not to disrupt the work of others.
- The new pre-school coordinator and pre-school leader reflect thoughtfully on practice and identify areas for ongoing improvement. Learning from external training is embedded effectively within the provision.
- Partnerships with other agencies are effective and ensure timely support is provided to children and their families. Links are in place with other childcare settings children attend, supporting a consistent approach to their learning and development.
- Parents are very complimentary about the pre-school, valuing the support staff provide for their children's learning and to parents. They are clear about the positive impact attending the pre-school has on their children's achievements.

It is not yet outstanding because:

- For a short period of time towards the end of the session, the daily routine is not organised well enough to engage all children to the highest level.
- Assessment arrangements do not always focus precisely on what children need to learn next to help them make even better progress.

What the setting needs to do to improve further

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

- refine the organisation of activities that help to fully engage children at all times
- make the most of what is known about individual children so specific areas of development can be targeted for rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the pre-school leader.
- The inspector held a meeting with the pre-school coordinator and the pre-school leader. The inspector also looked at relevant documentation and checked evidence of the suitability of staff. She discussed the pre-school's self-evaluation.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Julia Sudbury

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of how to keep children safe and know the process to follow should they need to report any child protection concerns. They regularly risk assess the provision to help keep children safe. Recruitment procedures are robust. This ensures that all appropriate checks are carried out on staff to make certain that they are suitable to work with children. Regular supervision and team meetings are used well to support staff's practice, such as their interactions with children and to identify professional development opportunities. Early years pupil premium funding is targeted well to support specific areas of development for children.

Quality of teaching, learning and assessment is good

Staff implement a good range of teaching techniques. They show enthusiasm for helping children to grow and develop, and engage with them in respectful ways. Early mathematics is regularly woven through children's play. Staff encourage children to think about the size of towers they are building and if the blocks will fit. Staff model mathematical language, such as 'small', 'large' and 'under', as well as providing regular opportunities for children to count. Staff engage well in meaningful conversations with children, extending their vocabulary. Children who speak English as an additional language and those who have special educational needs and/or disabilities are supported well in their development. Regular feedback ensures parents are actively involved in their children's learning.

Personal development, behaviour and welfare are good

Children build close relationships with their key person. This helps them to quickly gain confidence and children show high levels of self-assurance as they move around the pre-school. Children's emerging independence is supported well and staff sensitively encourage them to manage their self-care needs. Staff provide opportunities for children to learn about the wider world, such as the different languages that people speak. Children are learning the importance of healthy lifestyles. They enjoy healthy snacks and understand the importance of washing their hands before mealtimes and after using the toilet.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress. As children build with junk modelling, they confidently share their ideas about their creations and understand how to ensure buttons are securely attached. As they turn over logs children excitedly discover ants and use magnifying glasses to look more closely at them. During imaginative play children share their ideas with each other and staff members, competently negotiating and agreeing their story lines. Children achieve the key skills they need for the next stage of their development, including school.

Setting details

Unique reference number	EY484531
Local authority	Cambridgeshire
Inspection number	1004798
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 4
Total number of places	23
Number of children on roll	23
Name of registered person	Romsey Mill Trust Limited
Registered person unique reference number	RP517201
Date of previous inspection	Not applicable
Telephone number	01223566102

Romsey Mill Pre-School (Ross Street) registered in 2015 and is managed by Romsey Mill Trust. It is a sister setting to Romsey Mill Pre-school (Hemingford Road). The pre-school employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or 3 and one has qualified teacher status. The pre-school opens 9am until midday, Monday to Friday, term time only. They provide funded early education for two-, three- and four-year-old children.

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