

# Inspection of Roxwell Pre-school

Memorial Hall, The Street, Roxwell, Chelmsford, Essex CM1 4PA

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Inspection date: 4 July 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are welcomed extremely warmly on arrival at the pre-school. This helps them feel valued and creates a very positive start to their day. All the children are excited to go on one of their daily walks to explore the world around them. Because the pre-school is an important part of the local community, children are frequently greeted by passers-by and neighbours, nurturing a true sense of belonging. Residents from the village visit the pre-school to provide children with broader experiences that enhance the curriculum, including music sessions and gardening.

Children develop a real understanding of how to stay safe. They know they must not approach unknown dogs and should walk carefully to avoid the stinging nettles. They enjoy hearing interesting facts and are keen to show they remember that horses swish their tails to keep flies away, for example.

Children learn how to keep themselves healthy. They eagerly talk about brushing their teeth in the morning and know they have to 'brush the plaque away'. They are beginning to understand the effects of physical activity on their bodies. They explain that their hearts are beating faster because they 'have done running'. As well as daily outings, children benefit from fresh air and exercise when they play in the pre-school garden. They balance confidently as they walk along beams and competently manoeuvre sit-in cars and bicycles.

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

- The manager is an inspiring leader and an enthusiastic role model for the staff team. She is exceedingly passionate about providing high-quality care in a pre-school where all children feel welcomed. As a result, the children and their families are at the heart of practice. Staff feel well supported. They, along with parents, say the pre-school is 'like a family'.
- Staff talk knowledgeably about their key children. They describe the progress children make and how they support them to learn more. Staff plan activities they know will interest children, and they encourage them to have their own ideas and use their imaginations. For example, children decide to build a horses' stable with blocks and hunt for objects that can represent hay and carrots.
- The provision for children with special educational needs and/or disabilities is strong. The manager works closely with parents and other professionals to support children with specific care needs. This contributes to all children being able to take an active part in all the pre-school has to offer.
- Staff mostly support children's communication skills very well. Children hear many interesting words. They are told that a horse's foot is a 'hoof' and learn what a 'farrier' does. Children repeat these words when they recall where they

have been and what they have seen, building on their existing vocabulary. However, on occasion, staff use informal language, for example saying 'horsey' and 'doggy'. This means that children do not always hear the correct pronunciation of words.

- Mathematics is embedded within daily interactions. Children count out how many pieces of fruit they can have. They recognise they need two more pieces to make five. Children handle a metal horseshoe and enthusiastically search for horseshoe prints on the ground. They compare the horseshoe to the print and decide if it is bigger or smaller. These activities help to extend children's mathematical knowledge.
- Road safety is prioritised when children go out, providing them with important life skills. They are encouraged to stop at the kerb, look and listen. The manager talks about the 'tricky' bend in the road and praises children when they notice cars approaching. They know they must hold hands and walk sensibly. Regular headcounts provide further reassurance that children are safe.
- During the COVID-19 pandemic, the manager maintained links with families. She visited weekly and provided activities and challenges to engage children and their parents. She describes how this eased children's return to the pre-school after lockdown and supported their emotional well-being.
- Parents cannot praise the pre-school enough and appreciate the support their whole family receive. They feel very well informed about their children's progress and how to support them further. Staff share relevant information with schools and other settings children attend. This contributes to consistent care and learning, and smooth transitions.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is discussed at weekly staff meetings, helping to keep it as an important focus of the team's practice. Staff know the signs and symptoms that might indicate a child is at risk of abuse. They are confident to escalate their concerns about a child's welfare, or if an allegation is made against themselves or a colleague. Information about online safety, and any other relevant safeguarding matters, is shared with parents to raise awareness. Recruitment is carried out in line with procedures to check staff suitability. Records, such as those for accidents and the children's attendance register, are monitored to identify patterns that may indicate a child's welfare is compromised.

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

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

- support staff to understand the importance of always modelling the correct pronunciation of words.

## Setting details

<b>Unique reference number</b>	650121
<b>Local authority</b>	Essex
<b>Inspection number</b>	10127386
<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>	24
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Roxwell Pre-School Ltd
<b>Registered person unique reference number</b>	RP535295
<b>Telephone number</b>	07719969245
<b>Date of previous inspection</b>	15 March 2016

## Information about this early years setting

Roxwell Pre-school registered in 1977. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm on Monday, Thursday and Friday, and from 9am until midday on Tuesday and Wednesday. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Fiona Sapler

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager accompanied the inspector on a learning walk of the setting and discussed their curriculum.
- The inspector and the manager completed a joint observation, and they discussed the impact of teaching on children's learning.
- The inspector held discussions with staff and children at appropriate times throughout the inspection.
- The manager showed the inspector a range of relevant documentation, including evidence of staff suitability.
- Parents spoke to the inspector and shared their views.

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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