

# Inspection of Roseberry Pre-School

Sikh Community Centre, 106 East Park Road, Leicester, Leicestershire LE5 4QB

---

Inspection date: 9 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Children are happy to arrive at this welcoming pre-school. They show positive relationships with staff, as they join in singing time and laugh at silly rhymes together. Children behave well and show kindness to their friends. For example, when their bags get stuck around table legs at snack time, staff encourage children to solve problems together. Children think about how to free the bag and receive a cuddle from their friends when they achieve this. Staff encourage children to persevere with activities. For example, when children try to fix two construction toys together, staff ask them to keep trying. Children demonstrate a positive attitude to their learning as they listen, persist and complete the task. Staff encourage children to take responsibility for helping to keep the environment safe and tidy. For example, children use brushes to sweep up sand on the floor when it is tidy-up time.

Children with special educational needs and/or disabilities are supported well to progress in their development. Additional funding is used effectively to provide extra support for children's individual learning needs, such as to develop their speaking skills. Children enjoy being physically active. They listen well as they follow staff's instructions to move their bodies in different ways, such as to stretch their arms out wide.

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

- The manager and staff team put children and their families at the heart of everything that they do. When children returned to the pre-school after the COVID-19 pandemic lockdowns, the manager and staff identified that children who speak English as an additional language were not using as much English. Because of this, staff place a strong focus on supporting children to use and understand more English words. For example, staff talk to children in English when they play alongside them and name objects that children play with.
- Staff support children's emotional well-being effectively. For example, they help children to understand and follow pre-school routines throughout the day. This helps children to feel settled and understand what will happen next.
- Children enjoy the variety of activities that staff provide. Staff interact positively with children as they play alongside them. However, some story times are not implemented well enough. Staff do not fully engage the younger children, to enable them to get the most from the learning opportunities offered.
- Staff plan experiences to broaden children's understanding of their local community and diversity. For example, staff take children to visit local groups that take place in the community centre. Children have opportunities to interact and play games with different members of the community, such as elderly people and adults with disabilities.

- Staff help children to learn about how they can keep themselves safe. For example, when they take them out for walks locally, staff talk to children about road safety.
- Staff give children plenty of praise, encouragement and 'high fives' for their achievements. This helps to raise children's self-esteem. Staff encourage children to share. For example, they say 'my turn, then your turn' as they roll a toy car along the floor to younger children.
- Staff share information with parents about their children's progress and what they need to learn next. They encourage parents to continue to support their children's learning at home. For example, staff offer children books to take home and ask parents to read to them. This helps children to develop a love of books and helps them to make links between the pre-school and home.
- Staff ask older children to point to pictures of facial expressions that reflect how they are feeling. However, they do not support them to identify why they and others are feeling a certain way, to help to extend their knowledge of emotions and feelings further.
- Staff provide opportunities for children to develop their mathematical skills, such as to count in the correct order. For example, they support older children to count the number of children present during group time. Staff ask younger children to count how many cars they can see in the car park.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures that staff's knowledge of child protection is current. She talks to staff about the signs and symptoms of abuse at staff meetings. The manager and staff know where to report concerns about children's welfare, to promote their safety. Staff keep children safe when they take them for walks. For example, staff hold children's hands and supervise them well. They ensure that children wear high-visibility jackets so that they can be easily seen. The doors to the pre-school are secure. Therefore, unfamiliar people cannot enter the premises. This helps to provide a safe place for children to play.

## **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 strengthen the implementation of story times with younger children, to fully engage all children so that they get the most from the learning opportunities offered
- strengthen staff's knowledge of how to build on older children's understanding of their own and others' feelings and emotions.

## Setting details

<b>Unique reference number</b>	226883
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10071632
<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>	48
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Sikh Community Centre Playgroup - Summer Scheme Committee
<b>Registered person unique reference number</b>	RP522384
<b>Telephone number</b>	01162102570
<b>Date of previous inspection</b>	16 December 2015

## Information about this early years setting

Roseberry Pre-School registered in 1994 and is situated in the grounds of Sikh Community Centre, Leicester. The pre-school employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, two hold qualifications at level 3, two hold qualifications at level 4, and one holds a qualification at level 5. The pre-school is open from Monday to Friday during school term time. Sessions are from 8am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The manager, deputy manager and the inspector had a learning walk together of all areas of the pre-school and discussed how they intend to implement the curriculum.
- The inspector observed the quality of education during activities indoors and went on a walk with staff and children in the community. The inspector assessed the impact on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and the deputy manager. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- Parents shared their views of the pre-school with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022