

Inspection of Ramsden Preschool

Ramsden Village Hall, Dowsett Lane, Ramsden Heath, BILLERICAY, Essex CM11 1HX

Inspection date: 12 June 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are at the centre of this exquisite pre-school. Leaders and staff create a captivating and inviting environment that sparks children's curiosity and sense of discovery. Children arrive very happy, separate well from their parents and become deeply engrossed in this enriching learning provision with support from very nurturing staff. For example, children are fascinated to learn about the life cycle of a duck. They have meaningful opportunities to observe how the eggs hatch and the ducklings come to life. Knowledgeable staff inspire children to learn more about where ducks live and what they eat, as well as noticing their distinctive features, such as colour and size. In addition, staff guide children to be kind and gentle towards all living things. This helps build on children's understanding of the world, while extending their life experiences.

Staff are warm and supportive. They have high expectations of children, and they rise to the challenge exceptionally well. Children behave well and have a positive attitude to learning. For example, at snack time, staff encourage children to make their own healthy choices, pour their own drinks and assist with cutting the fruits. As a result, children acquire skills that are needed to become independent and resilient learners. They show high levels of respect and consideration towards their peers and staff. Knowledgeable staff value children's achievements and praise them for their efforts. This helps children feel involved and appreciated during their time at this pre-school, building on their emotional resilience, confidence and self-esteem.

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

- Leaders have created a rich and ambitious curriculum that is extremely well sequenced. All staff have a very clear vision of what they want children to learn. They are actively involved in planning a wide range of meaningful activities while taking into consideration children's needs, abilities and interests. Staff are exemplary role models and have warm and caring relationships with all children. They offer a diverse and inclusive practice. For example, children have an amazing time learning more about Africa. Staff encourage them to participate in discussions about meerkats, where they live and what they eat. This helps develop children's communication and language skills and understanding of the world.
- Tailored settling-in sessions and initial assessments mean that staff get to know children remarkably well. Staff value early intervention and ensure that children make rapid progress right from the start, including children with special educational needs and/or disabilities. They complete regular observations and the next steps in children's learning that are shared with the parents.
- Staff create excellent opportunities for children to develop their role-play skills

and strengthen their social interactions. In the garden, children work well as a team to build a car park. They skilfully place large bricks in the right place to create the desired structure, while using other props and resources with confidence. Staff encourage them to talk about what they are doing and think of other ways to use the materials that are available. This also helps further develop children's thinking and problem-solving skills.

- Children have an amazing time exploring popcorn. Supportive staff demonstrate the activity effectively, and children concentrate intently. They encourage children to explore the corn seed and its texture, while talking about where it comes from. Children look closely and notice the transformation from a seed to popcorn, being absolutely mesmerised with the entire process. This supports children's understanding of the world and their cognitive development.
- Children enjoy music and singing. Younger children choose their favourite nursery rhymes, and they sing with enthusiasm and joy, while following the correct actions. Older children practise the songs they will perform at the annual concert. This helps develop children's expressive arts and design.
- Leadership across the pre-school is inspirational. They create a positive and supportive culture for all staff. Leaders' continuous dedication and commitment to ensure that all children receive the best start to their early education are embraced by all staff. Staff feel valued and appreciated, and they receive focused supervisions. In addition, they benefit from robust training opportunities to ensure that the quality of teaching that is provided to all children is at the highest level.
- Partnership with parents is exceptional. They feel involved in their children's learning and appreciate the supportive and knowledgeable staff and leaders. Parents praise the tremendous progress their children make and appreciate all the fun and exciting activities that are provided.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	203892
Local authority	Essex
Inspection number	10339359
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	34
Number of children on roll	72
Name of registered person	Ramsden Pre School
Registered person unique reference number	RP523375
Telephone number	01268 711271
Date of previous inspection	12 July 2018

Information about this early years setting

Ramsden Preschool registered in 1964. The pre-school employs 11 members of childcare staff. Of whom, 10 hold early years qualifications at level 3. The pre-school opens from 9.15am to 3.45pm on Mondays, Wednesdays and Thursdays, and from 9.15am to 12.15pm on Tuesdays, and from 9.15am to 12.45pm on Fridays, during school term-time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anca Sandu

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 inspector discussed with the manager how the curriculum is organised and what they want children to learn.
- The inspector observed the quality of teaching and education and assessed the impact this has on children's learning.
- The inspector spoke with the staff at appropriate times throughout the inspection.
- Children spoke with the inspector about the activities they were doing.
- The inspector carried out a joint observation with the manager.
- Parents spoke about the pre-school to the inspector, who took account of their views.
- The inspector held a meeting with the manager and the deputy manager. She looked at relevant documentation and reviewed evidence of the suitability of the staff working at the pre-school.

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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