

Rowlands Gill Under Fives

Inspection report for early years provision

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Inspector Janet Fairhurst

Setting address Rowlands Gill Primary School, Dominies Close, ROWLANDS
GILL, Tyne and Wear, NE39 2PP
Telephone number 07816 210 675
Email nic.kehoe@btinternet.com
Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Rowlands Gill Under Fives is an established group and re-registered with new directors in 2008. It is located within Rowlands Gill Primary school and has access to an enclosed outdoor play area. The pre-school runs a number of sessions per week; Monday, Tuesday and Friday from 9am to 11.30am, and Wednesday and Friday from 12.40pm to 3.10pm, with a wraparound lunch session on a Friday, school term only. The out of school club operates from 7.30am to 9am and from 3.10pm to 6pm, five days a week.

The group is registered to care for a maximum of 52 children aged from two to eight years of age. There are currently 75 children on roll. Ofsted registers this provision on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The group employs seven staff, six of whom hold a relevant level 3 qualification. The setting is fully accessible to all users and supports children with special educational needs and/or disabilities. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from the good knowledge and understanding the staff have of the Early Years Foundation Stage (EYFS). Routines and activities are successfully organised, with a strong focus on building on children's individual interests and needs. Staff clearly promote children's welfare and learning, and confidently demonstrate a good knowledge and understanding of each child's individual needs. Children are safe, secure and clearly enjoy their time at the pre-school. Partnerships with parents and the host school are good and information is shared effectively. Staff are keen to improve the quality of care and education provided for the children and demonstrate a good capacity for improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop methods to ensure that parents home observations can be used to contribute to their children's assessment process.

The effectiveness of leadership and management of the early years provision

The pre-school is led and managed well. There is a clear focus on ensuring all children enjoy learning and make good progress. The staff work well together as a team, with children's well-being and safety their priorities. Staff have a secure

understanding of safeguarding issues and security is given a high priority. Robust vetting procedures ensure all staff are suitable to work with the children. Fire drills are practised regularly and daily safety checks ensure the environment is safe for play. Comprehensive risk assessments are in place and collection procedures are robust. All accidents and incidents are fully recorded and regular monitoring of accidents helps to prevent accidents reoccurring. The detailed policies and procedures underpinning the day-to-day practice are fully implemented by everyone, ensuring children are extremely safe and secure during their time in the pre-school. Good adult to staff ratios each day ensure all children are fully supervised as they play indoors and outdoors. Documentation is regularly reviewed and the priority given to staff training helps them to improve and enrich their own experience and qualifications.

Staff are well deployed and resources are used effectively to meet the needs of the children. There is rigorous monitoring of activities and staff actively promote equality and diversity. They ensure children are fully integrated in the pre-school and achieve well. Good systems are in place for supporting all children in the pre-school, particularly those with special educational needs and/or disabilities. Close and effective links with other professionals involved ensure they all work closely together, promoting continuity of care, learning and development for the child. The transition into school is very good as a result of the close liaison between the pre-school and the school's nursery class.

Partnerships with parents and carers are secure. To ensure their welfare and learning needs are met, staff gather valuable information from parents about each child. Parents have access to the groups policies, procedures and a welcome pack which informs them of many aspects of the setting, childcare and the EYFS. Information about events and activities are communicated through regular discussion and newsletters. Staff encourage parents to become involved in their children's learning by asking them to help their children learn specific songs and nursery rhymes or by inviting them to borrow books from the school library. Records and development files are shared on a regular basis with parents. Written comments from parents are very positive and complimentary. Comments such as 'the staff make us feel welcome and genuinely care for the children' and 'my child has grown and developed so much in the time he has spent at pre-school' help to reinforce their overwhelming satisfaction with the group.

Staff meet regularly and demonstrate a shared commitment to developing good quality practice. They have evaluated their provision carefully and accurately and all are involved in promoting improvement. This has helped staff to identify areas for improvement, such as developing appraisal systems for staff, and to further enhance methods of communication with parents.

The quality and standards of the early years provision and outcomes for children

Children are happy and enjoy their time at the pre-school. They show they feel safe by their strong capacity for independent learning. They choose from a wide range of resources that support their learning across the six areas, which gives

them plenty of opportunities for new challenges. Children are settled and secure because staff are attentive and caring. All staff are familiar with the EYFS, effectively incorporating this into the daily routine. Flexible planning takes account of the children's personal interests and specific developmental needs, enabling every child to achieve their personal potential. Staff constantly reflect on and evaluate the plans and activities offered to ensure suitable changes are made when required. All areas are covered equally and there is a good balance of adult-led and free choice activities each day. Staff make regular observations, which are used effectively to identify individual learning and developmental needs. Well-organised portfolios of information, including children's photographs and artwork, enable parents to see how well their child is progressing during their time in the group. However, although parental observations from home are shared with staff, the information is not yet used to contribute to their assessment process.

Children practise and consolidate their skills as staff sit with them, providing gentle and supportive direction. Children gain confidence from consistent and familiar staff, who praise their attempts and achievements at using tools, gaining pencil control or recognising shapes. The children weigh ice and snow while staff begin to extend their understanding of mathematical terms by discussing how much they need to make the weighing scale pans 'equal'. Children develop observation, prediction and memory skills as they listen avidly to clues given by the staff as they take objects from the activity box. Children enjoy exploring the play-dough, paint and glue on a daily basis. They explore and talk about the animals that live in cold climates as they play with the tray of ice and snow. Outdoor play is a central feature of the pre-school day. Children are able to access this area in all weathers as staff provide them with waterproof suits and Wellington boots, which helps to develop a positive approach to being outdoor in the fresh air. Children eagerly put on their own coats as they venture out to play in the snow. In the snow, they have great fun sledging down the gentle slopes and running around freely. Staff take advantage of this learning opportunity as they talk to the children about the tracks the sledge makes in the snow.

Children enjoy ample opportunities to develop their writing skills as they use pencils, chalk and wipe boards. They sit enthralled as they listen to the story and participate enthusiastically as they sing songs together. Children's experiences are enriched and their knowledge of the world increased by visitors to the group; for example, the fire service and the road safety lady. Staff make the most of diversity to help children understand the world they live in, and children benefit from experiences and resources that help them learn to value different cultures and beliefs.

Children demonstrate a strong sense of security and understand how to keep themselves safe. They are extremely aware of the role of healthy eating and taking regular exercise in helping them to grow big and strong, highlighted through the provision's recent Healthy Foundation Award. They all enjoy fresh fruit for their daily snack and have ready access to their own water bottles. All children and staff use good hygiene routines at all times, preventing the spread of infections; for example, washing their hands at appropriate times and using tissues independently.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met