

Rowan Centre

Inspection report for early years provision

Unique reference number	EY423582
Inspection date	13/09/2011
Inspector	Tara Street

Setting address	Estate Road, Rotherham, South Yorkshire, S62 7JD
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Type of setting	Childcare - Non-Domestic
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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*.

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Description of the setting

Rowan Centre originally registered in 2002 and was re-registered at new premises in 2011. The setting is jointly funded by Barnardo's and the Rotherham Education Department, with Barnardo's being the registered provider. It operates from a large playroom within a renovated single storey building in Rawmarsh in Rotherham.

The setting offers places to the children of students attending the pupil referral unit which caters for pregnant girls and young parents attending further education. There is a fully enclosed play area available for outdoor play. A maximum of 27 children aged from three weeks of age to five years may attend the setting at any one time. The setting is open Monday to Friday from 7.30am to 6pm during term time. Children attend for a variety of sessions. Additional holiday sessions are available for parents accessing summer activities.

There are currently ten children on roll who are within the early years age range who are all in receipt of funding for early education. The setting is registered by Ofsted on the Early Years Register.

There are six members of staff, including the manager, who work directly with the children. Of these, one holds a degree early years and also holds Early years Professional Status, one holds a level 5 qualification in early years and four hold a qualification at level 3 in early years. The setting receives support from the local authority in the form of guidance from the Early Years Team which the setting has sought out, Barnardo's and has links with other providers of early years care and education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are effectively supported by enthusiastic and friendly staff who ensure that their individual needs are met. A welcoming and inclusive environment is created to ensure all children are happy and enjoy themselves as they play and learn. Children enjoy an interesting range of activities which cover most areas of learning well. There are strong relationships between staff, parents and carers and most policies and procedures are implemented effectively to safeguard and promote children's welfare. The setting uses self-evaluation and review procedures well to ensure their service is continually improving and meeting the needs of the current service users.

What steps need to be taken to improve provision further?

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

- review the planning of the outside play area to ensure it consistently offers a challenging environment which supports and extends children's learning
- develop further the use of the outside play area to provide regular opportunities for children to investigate and explore the features of objects and living things.

The effectiveness of leadership and management of the early years provision

The management of the setting is focused on ensuring that all children have effective opportunities to develop, make good progress in their learning and that their welfare is promoted well. All staff have an up-to-date understanding of safeguarding issues and procedures and the importance of reporting any concerns to the relevant agencies promptly. There are robust recruitment and vetting policies and procedures in place. As a result, children are cared for by qualified and experienced staff who are well supported in order for them to fully develop their skills through ongoing training. Most records required for safe and efficient management of the provision are well maintained. However, written permission is not requested from parents for the seeking of any necessary emergency medical advice or treatment in the future, which is a requirement of the Early Years Foundation Stage.

Annual and ongoing risk assessments are clear and identify any action taken to minimise risks and hazards to children. Staff are effectively deployed and resources are well organised and are of good quality. The managers have a clear vision for the provision and demonstrate a strong commitment to further development and promotion of all outcomes for children. They involve others when reflecting on practice and carry out clear self-evaluation.

Parents and carers access a wide range of information regarding their child's welfare, learning and development. For example, notice boards, daily discussions, photographs and planning. They are actively encouraged to share their children's learning at home by recording and displaying these on the 'Celebration and Achievement Tree'. Through working purposefully together and by sharing and exchanging information from the beginning, consistency and continuity are promoted for children. This is further supported as the setting also provides advice and training to support new mums through their 'Bumps to Babies' sessions. For example, staff guide mums on dental hygiene, baby yoga, den making and messy play.

Careful attention has been given to establishing the individual needs of each child and working with other agencies and early years professionals, where appropriate, to secure their inclusion and ease important transitions in their young lives. This ensures consistency and continuity is promoted for children. A good equality and diversity policy outlines a commitment to promoting inclusive practice, ensuring all children can achieve as well as they can regardless of their background.

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

A good variety of activities are always available providing all children with a broad and balanced curriculum. Daily routines have been carefully considered to make best use of space as the majority of the children are aged two and under. As a result, children are happy, confident and encouraged towards independence. Children have a daily choice of several adult-supported activities which provide focussed learning opportunities alongside many others that are free choice.

Observations and assessment systems are effective and used well to ensure that children achieve as much as they can in relation to their starting points and capabilities. However, planning of the outside play area to ensure it consistently offers a challenging environment which supports and extends children's learning is less well developed. Children of all ages are competent in communicating through gestures, speaking and listening. Children's individual interests are built on, as staff provide good opportunities for them to develop their creative and writing skills.

Babies and young children eagerly explore the texture of a variety of natural materials such as ribbons, scarves, wooden rings and water. They enjoy making marks in materials, such as, sand and confidently draw on the chalk board and painting easel. Staff read books to the youngest child and their good story telling skills means that all children become engrossed. Children frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes.

Staff are actively engaged in children's play and are skilled in supporting and extending children's learning through using effective questioning and discussion techniques. This encourages children to think critically and make connections in their learning. Such skills ensure they are well prepared for their future success. Celebrations and festivals are carefully planned to enhance children's awareness of the wider world and a good range of resources gives positive images of themselves or diversity within society.

Children's health and well-being is actively promoted through the sickness policy, cleaning routines, balanced snack menu and good access to drinks to maintain hydration. Children confidently negotiate the slide and experiment with balls, hoops and skittles which develops their co-ordination and balance skills. However, some opportunities for children to investigate and explore the features of objects and living things in the outdoor environment are not maximised.

Staff regularly talk to the children about why they need to exercise and wash their hands before meals. Although the children are very young, this all contributes to developing children's understanding of the importance of physical activity and making healthy choices. Staff are very good role models with a consistent, positive approach. As a result, children behave very well for their age and demonstrate a good ability to cooperate and take turns. They are beginning to learn about keeping themselves safe. For example, staff discuss why it is dangerous to throw

sand and encourage children to help pack toys away once they have finished with them so that others do not fall over them.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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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