

Rowlands Gill Under Fives

Rowlands Gill Primary School, Dominies Close, ROWLANDS GILL, Tyne and Wear, NE39 2PP



Inspection date	25 June 2015
Previous inspection date	5 January 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children make good progress. Staff observe and assess children's learning regularly in order to understand their current stage of development. This enables them to plan appropriate activities to challenge children and extend their learning even further.
- The staff are very reflective. They have a detailed action plan and use this to identify training. They quickly incorporate any new ideas into the setting. For example, they have recently reorganised the daily routine and organisation of resources to support the two-year-olds in the setting.
- The manager and her staff have a robust understanding of safeguarding procedures. This enables them to act promptly and effectively, should they have a concern about the welfare of a child.
- Partnerships with parents are good. Parents are well informed about their child's learning and are encouraged to share and support this at home.
- The staff have a very good relationship with the host school. Children are exceptionally well prepared emotionally when they move into their nursery year. This is because high-quality experiences are provided to introduce them to their new environment and key members of staff.

It is not yet outstanding because:

- There are times when staff are not always available in areas, such as the sand, to interact with children, in order to extend their learning further.
- Large-group activities are too long for some children and sometimes younger children become distracted and lose interest.

What the setting needs to do to improve further

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

- review the organisation of large-group activities, particularly for younger children, to ensure that all children remain fully engaged and able to enjoy the activities
- review the organisation of staff involvement in children's activities, to ensure they are able to respond to and extend children's learning in all areas.

Inspection activities

- The inspector viewed all parts of the setting accessed by children.
- The inspector checked evidence of suitability and qualifications of staff working with children, and discussed self-evaluation with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor environment.
- The inspector took account of the views of parents and carers spoken to during the inspection.
- The inspector carried out a meeting with the manager of the setting and looked at and discussed a range of policies and procedures.
- The inspector carried out a joint observation with the manager of the setting.

Inspector

Elizabeth Fish

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children enjoy their time at the setting. Staff plan a stimulating range of activities to motivate children across the seven areas of learning. For example, children enjoy playing with natural resources outside. They concentrate intently as they explore how to fill bottles, and mix mud and water to make 'yoghurts'. The quality of teaching is good and staff support children generally well throughout the session. They set up experiences that ignite children's interest, and support and extend their learning. However, when children are playing outside, staff sometimes support areas, such as climbing or the mud kitchen, more. Consequently, when children access areas, such as the sand, staff are not always available to interact with them, in order to extend their learning further. Children enjoy books and love listening to stories. Other children enjoy drawing with chalks and talking about what they have drawn. These activities prepare children well for nursery. Children generally enjoy large group sessions. Most children maintain good concentration as they explore seaweed before listening to a story about the sea. However, these activities sometimes last a long time and, occasionally, younger children become distracted.

The contribution of the early years provision to the well-being of children is good

Children are very happy and confident in the setting. Children have a good relationship with their key person and enjoy talking to them over snack time. Parents comment that their children love attending the setting and have grown in confidence since starting. Children have very good relationships with others and play together very well. Some children seek out others to play chasing games, while other children enjoy playing together in the sand. Children are supported well when they first start. Staff arrange a number of introductory sessions for children to attend. In addition, staff work closely with parents, helping them to leave their children in the setting once they are settled. A stimulating environment is provided and children can choose whether they wish to play indoors or outdoors. Many children enjoy exploring the natural materials, such as mud, sand and water outside.

The effectiveness of the leadership and management of the early years provision is good

The manager and her staff have a good understanding of the requirements of the Early Years Foundation Stage. They use their qualifications well to maintain a good overview of the activities provided and children's progress. They review assessments effectively and provide appropriate intervention when needed. For example, the book areas have recently been redeveloped to further enhance children's reading skills. The manager checks the quality of teaching and works alongside staff, regularly reviewing and sharing practice. This, in conjunction with good supervision arrangements, supports staff to improve their already good practice. The staff work well with external agencies, such as speech and language therapy services. This enables staff to meet the needs of children with special educational needs and/or disabilities effectively. There are robust recruitment and induction procedures to ensure children's safety.

Setting details

Unique reference number	EY388660
Local authority	Gateshead
Inspection number	859131
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	20
Number of children on roll	38
Name of provider	Rowlands Gill Under Fives
Date of previous inspection	5 January 2010
Telephone number	07816 210 675

Rowlands Gill Under Fives was registered in 2009. The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above and one has Early Years Professional status. The setting operates during term time only from 9am until 12pm, Monday to Friday, and 12.10pm until 3.10pm on Thursday. Full day provision is also available from 9am until 3.10pm on Thursdays. The setting provides funded education for two-, three- and four-year-old children.

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