

# Rawmarsh Children's Centre

Inspection report for early years provision

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**Unique reference number** EY372388  
**Inspection date** 06/04/2009  
**Inspector** Lynn Rodgers

**Setting address** Barbers Crescent, Rawmarsh, ROTHERHAM, South  
Yorkshire, S62 6AD  
**Telephone number** 01709 336 898  
**Email** rawmarsh.nursery@rotherham.gov.uk  
**Type of setting** Childcare on non-domestic premises

## 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).

## Description of the setting

Rawmarsh Children's Centre opened its day care provision in 2003 with the registered person as Rotherham Metropolitan Borough Council. It is situated north of Rotherham and is located in the residential area of Rawmarsh. The building is purpose built and is a multi-agency facility which includes a local authority nursery which has Beacon status, health, education, family support and social services. A maximum of 50 children under eight years may attend the day care centre at any one time and there are currently 88 children on roll of which, all are in the Early years age group. The centre is open Monday to Friday 08.00 to 18.00 for 48 weeks of the year, excluding bank holidays and five staff training days. All children share access to a secure enclosed outdoor play area. The centre supports a number of children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language. The day care provision employs 18 members of staff. Of these, 17 hold appropriate early years qualifications and one member of staff is working towards a qualification, with two working towards a degree.

The children's centre is registered on the Early Years Register.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The management and staff demonstrate a sound understanding of the strengths and areas for development, which effectively contributes to the ongoing improvement of the service. All children are included and welcomed within the setting. Staff ensure their individual needs are met through the provision of a well balanced diet, with all allergies and special diets recorded. Daily routines ensure children have a positive role model to follow regarding their personal hygiene skills and staff are proactive in managing a wide range of children's behaviour. Partnership with parents and other carers is very effective, through excellent communication, staff ensure they are listened too and key workers are on hand to talk to them and resolve any worries or issues confidentially. Staff are suitably trained and qualified and are skilfully engaged in helping children to make progression.

## What steps need to be taken to improve provision further?

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

- ensure risk assessment takes into account the open door access of the main entrance to alleviate the possibility of unwanted persons accessing the building
- foster children's overall independence at mealtimes by providing more opportunities for them to self serve their own food.

## **The leadership and management of the early years provision**

All documentation for the effective management of the setting is in place and regularly reviewed. Parents are fully informed about what their children do and how they are making sufficient progression towards the six areas of learning. All parental permissions have been obtained and daily routines for activities and meals are in place. The planning of activities is the same system for all age groups, and is clearly linked to the early learning goals. Staff plan together as a team with all persons giving input. They ensure activities are centred around children's interests and their starting points and include various topics and outdoor play. The observation and assessment system is robust with each child having a learning and development journey booklet. There are established key workers who support the children and their families. Clear, precise, written and verbal information ensures parents are fully conversed in what their children do and the routines of the setting.

Staff are proactive in safeguarding the children and have completed relevant training and hold appropriate first aid certificates. The manager ensures all staff have the same opportunities to access training, pertinent to their individual needs, and encourages their personal development.

Appraisals are regularly carried out and reviewed to ensure staff are happy and suitable to carry out their roles and responsibilities. All staff are aware of the policies and procedures and adult-child ratios are maintained at all times. There are contingency plans for emergency back-up for staff who are absent and the manager and deputy are available to work with the children.

The premises are warm, welcoming, well maintained, bright, friendly and very clean. Beautiful displays of the children's work enhance the ambience of the setting and help to create a bright and cheerful environment. Risk assessment is good and staff ensure all children are safeguarded.

The setting reflects on practice through team meetings, liaising with the schools and centres within the cluster group, evaluating the planning system, constantly talk about what they do, training evenings, and inviting key workers from nursery and outreach workers to these meetings. The outcomes for children are to help children to become very happy, confident children, who will in turn grow up to be happy and confident adults. To help them to reach their full potential and move onto to school knowing they have had a very good start.

## **The quality and standards of the early years provision**

Partnership with parents and other carers is positively fostered through excellent communication, keeping parents in the know, and ensuring they are listened to. Key workers are on hand to talk to them and resolve any worries or issues in a confidential manner. Daily care sheets for all children are sent home for parents to see what they have been doing and to make any comments as they wish. Parents are regularly asked to fill in questionnaires regarding the setting and what it provides. Their comments and suggestions are taken on board to help improve the

provision. The staff have set up a lending library area where parents can go with the children to choose books to read at home. A recent parent workshop on developing an 'interest' basket for their child proved very positive for some parents, in supporting their child's development at home. The planning system is effective, clearly linked to the six areas of learning, with activities centred around children's interests and their starting points. The outdoor area is a vast, well planned, landscaped environment, with many exciting and interesting areas to stimulate the children. The staff plan outdoor play to ensure the children make the best of the space and opportunities provided.

Observation and assessment systems are well documented and include details of key workers, family and friends photographs, what children like to do at home, eat and drink. Their starting points are recorded and used to plot the children's progress and their next steps. Children's individual needs are met through gathering all relevant information, so staff have a good understanding of where children are and what they like to do. All children are included and made welcome, they are encouraged to join in and make friends. Staff recognise diversity and promote a positive role model for children. There are many multi-cultural items in and around the setting, including the reception area, which has welcome written in many languages, books about other countries and peoples. Staff provide suitable activities reflecting diversity such as; dressing up, home corner, role play, outdoor play, topics and stories. Staff invite other professionals into the setting to talk to the children. For example, the fire service, police, and the patrol crossing person. Staff challenge any inappropriate attitudes and take time to explain to the children what is or not acceptable.

Children with specific learning difficulties and who speak English as an additional language are fully supported. There are trained staff who establish the children's needs and develop individual educational programmes to ensure they are fully integrated into the setting. The setting is supported by outside agencies and on-site professionals. Staff manage children's behaviour in a calm and positive way. For example, they encourage sharing, turn taking and remind children to say please and thank you. Positive praise for children helps them to feel good about themselves, they know the routines and house rules and are beginning to understand right from wrong. They show kindness, caring and are learning to be responsible for their own actions. There are suitable methods in place, to safely manage a wide range of children's behaviour. However, children's independence at meal times is not developed to its full potential.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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