

# Little Rowans

Inspection report for early years provision

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EY359062

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22/07/2010

**Inspector**

Jenny Firth

**Setting address**

New Earswick Primary School, Hawthorn Terrace, New  
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**Telephone number**

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**Type of setting**

Childcare on non-domestic premises

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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

Little Rowans is a sessional pre-school group run by the Joseph Rowntree Foundation. It was registered in 2008 and operates from the Children's Centre at New Earswick Primary School, which is situated on the outskirts of York and serves the local community and surrounding areas. A maximum of 16 children aged two to five years may attend the pre-school at any one time. There are currently 28 children on roll who are within the early years age range. Of these, 14 are in receipt of funding for nursery education. The pre-school supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is open each weekday from 9am until 12pm, Monday to Friday and from 1pm until 3pm on Monday and Wednesday, during term time only. The Monday and Wednesday afternoon sessions are specifically for two to three-year-olds. The pre-school provides funded early education for three and four-year-olds. There are four members of staff, including the manager, who work directly with the children. All of the staff hold appropriate level 3 childcare qualifications. The pre-school receives support from the local authority and is a member of the Pre-School Learning Alliance and the local Early Years Partnership group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this welcoming and inclusive pre-school as a result of the positive relationships that have been established with parents and staff at the adjacent primary school. There are good arrangements to safeguard children and promote their health and safety, including links with external agencies. Staff plan a range of enjoyable experiences and carry out thorough assessments. Self-evaluation procedures are effective and clearly identify strengths and areas for improvement, ensuring that the pre-school has good capacity to maintain continuous improvement.

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

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

- strengthen links with parents to ensure consistent progression, and continuity of learning and care
- ensure the designated staff for child protection attend recent child protection training to ensure that they have an up-to-date understanding of safeguarding children issues and are able to implement the safeguarding children policy to a high standard and in line with the Local Safeguarding Children Board's guidance.

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

The driving ambition of the manager encourages all staff to work extremely well throughout the pre-school, ensuring that good quality care is consistently provided for all children. Appropriate staff recruitment and vetting procedures are in place to check the suitability of adults to work with children. Staff are aware of their safeguarding responsibilities. However, some staff have yet to attend up-to-date child protection training to ensure that they have an up-to-date understanding of safeguarding children issues and be able to implement the safeguarding children policy to a high standard. Policies and procedures are reviewed regularly, understood by staff and shared with parents. Risk assessments and daily checks ensure the premises, toys and equipment are safe. Robust vetting and recruiting procedures ensure staff are well qualified. Good quality resources are used to support learning. Staff provide good experiences for children through efficient use of the available space, which includes a well-resourced outdoor area. In recognition of its work towards diversity, the pre-school has achieved Investors In Diversity Status and this enables them to promote diversity to an exceptional degree within the setting. This develops children's tolerance and understanding of the world around them.

Parents are made to feel welcome in this warm, inclusive pre-school, and speak highly about the provision. There are opportunities to exchange information at the beginning and end of each session. Newsletters and a parent information notice board provide further information. Effective links with the school and other agencies ensure continuity for individual children's learning and development. However, the existing good links with parents are not fully used to support children's care, learning and development.

Staff regularly evaluate their work. Regular meetings and discussions enable staff to share ideas that support the efficient running of the pre-school. Parents and children are consulted about their views and parents complete questionnaires.

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

Children enjoy themselves at this welcoming pre-school. They are well supported by dedicated staff who know them well and ensure they develop to their full potential. Thorough planning ensures children are provided with a good range of creative learning experiences which keep them involved, motivated and eager to learn. There is a good balance of activities to provide a firm foundation for children's learning. Clear information is gained about children's starting points and carefully undertaken observations and assessments of children's progress ensure all aspects of children's individual needs are met successfully.

Children develop their skills of independence as they choose from a wide range of exciting resources. They use magnifying glasses to hunt for mini-beasts. They develop good early technology skills as they skilfully use a mouse when using the

computer. Mark making in the writing area provides opportunities to use a range of pencils, crayons and pens, and counting skills are reinforced through number puzzles and sorting activities. The children's understanding of the wider world is promoted well when they look at other cultures and countries, such as Japan, during their work on 'Green Week'. They also celebrate festivals such as Chinese New Year. Children have the opportunity to dig in the outdoor area and grow seeds. They bake biscuits and cakes and taste a variety of different foods. They look at the properties of snow and explore the feeling of runny custard. Additionally, the well-resourced outdoor area provides opportunities for children to play with a variety of resources including balls, hoops, bats and wheeled vehicles.

Children have a good understanding of how to keep safe and regular fire drills ensure that the children know what to do in the event of a fire. They also have the opportunity to learn about road safety and visits from the local Police further enhance their understanding of keeping safe. Children understand the importance of keeping safe in the sun when they wear sun hats and use protective sun cream. Good hygiene practices are well-established. The children wash their hands before snack time and after visiting the toilet. They eat healthy snacks and have access to fresh drinking water. Staff are fully aware of children's dietary requirements. Children are polite, play well together and take turns. Behaviour is good and staff are positive role models.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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