

# Greasborough Rising 5s

Inspection report for early years provision

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**Unique reference number**

EY239953

**Inspection date**

23/11/2010

**Inspector**

Tara Street

**Setting address**

Greasborough School, Munsborough Rise, Greasborough,  
S61 4RB

**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*.

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

Greasborough Rising 5's is run by a voluntary management committee. It was registered in 2002 and operates from a room within Greasborough Primary School in Rotherham. Children have access to a secure enclosed outdoor play area. The setting serves the local communities of Greasborough, Wingfield, Munsborough and Rockingham. A maximum of 28 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. The setting is open Monday to Friday from 9am to 11.30am and from 12.30pm to 3pm term time only. A lunch club is also available.

There are currently 40 children on roll who are within the Early Years Foundation Stage. Of these, 29 are in receipt of funding for early education. The setting supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are eight members of staff, including the manager, who work directly with the children. Of these, six staff hold National Vocational Qualifications (NVQ) at level 3 in early year. One member of staff holds a National Vocational Qualification at level 2 in early years. One member of staff is currently working towards a degree in early years. The setting has achieved the Quality Mark award. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in this welcoming and inclusive setting where their individual development needs are well met. They make good progress towards the early learning goals through a varied and interesting range of activities. Most policies and procedures are thorough and relevant and are implemented effectively to safeguard and promote children's welfare. The setting demonstrates a strong capacity to improve, having implemented a number of positive changes. The management team are constantly evaluating and identifying further areas for improvement. This is supported by excellent partnerships with parents and carers.

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

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of risk assessment which clearly states when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation)

10/12/2010

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

- review the planning and assessment arrangements to ensure the information gained from observations used to identify the next steps in children's learning, is used more fully in the planning of activities.
- plan and implement a wider range of activities which enable children to explore the local community and develop their understanding of the world around them.

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

Children use a wide range of toys and equipment which are safe and suitable. Risk assessments are carried out regularly and staff carry out daily safety checks at the beginning and end of the session to ensure that the environment is suitable. However, this information is not recorded as required by the Early Years Foundation Stage which is a breach of a specific legal requirement. All staff are appropriately vetted and have a secure understanding of their role and responsibilities, which means that children are well cared for. They work very well together as a team, and as key workers ensuring the day runs smoothly. Staff show a good understanding of how to safeguard children and protect them from harm, and know how to refer concerns to the relevant agency if required.

The manager and staff have an ambitious vision for the future and work very hard to develop their practice and improve the learning environment for children. They are keen to increase their professional qualifications and undertake short courses to increase their knowledge and understanding of current practices; this is a key strength of the setting. The manager has completed detailed self-evaluation, in conjunction with parents, carers and other early years professionals in order to evaluate the practice and identify priorities for improvement. Effective staff deployment provides good support for children's welfare and development. 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.

Staff dedicate extensive time getting to know children and their families, fostering excellent relationships and helping to ensure that children settle quickly and feel secure. For example, 'welcome' and 'stay and play' sessions are offered to ensure that children integrate at their own unique pace. Parents are very well informed regarding their children's care and are routinely involved in their continuous learning and development. For example, parents are supported to complete regular home observation sheets and a 'weekend diary' so that staff are aware of experiences children have had at home. These are then used very effectively in the planning of activities and group discussions. Careful attention has been given to establishing the individual needs of each child and working with other agencies, where appropriate, to secure their inclusion and ease important transitions in their

young lives. This is particularly true for children who speak English as an additional language.

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

The setting is very colourful, bright and inviting because children's individual creative art work is displayed for everyone to enjoy. Children are offered a wide range of toys and resources, including a good range of technology equipment to help them learn important skills for the future. Staff support learning very well, enhancing children's ability skilfully. The doors to the outdoor play area are open for long periods during the day which gives the children confidence to explore and learn in secure, yet challenging spaces through a free-flow system. Children receive an enjoyable experience across all areas of learning because staff provide a good balance of play. They engage in a range of purposeful play by freely choosing activities as well as through planned activities which are led by the staff. Detailed ongoing observation and assessment are undertaken and provide a clear insight into the children's progress and achievements. Although, next steps in learning are identified for each child, staff do not use assessment information fully when planning what to do. Consequently, next steps in learning and development are not always effectively promoted during activities.

Children develop a very good awareness of their needs and how to look after themselves through the professional interaction from staff. They make friends, respect each other and show aspects of caring as they offer toys to other children and make decisions about where they want to play. Staff ask open-ended questions, and children learn to communicate effectively. Children enjoy stories and listen with great care when they are read to by staff, and join-in well with discussions about the characters and story line. They are confident and eager to share their knowledge with all adults present, or ask questions to extend it. Children's early writing skills are well supported and they use sounds within their play and sing happily in group sessions. They enjoy being creative and have access to an extensive variety of crayons, chalks, paint, scissors, glue, hole-punches and collage materials.

The environment is rich in resources which enhance children's knowledge and development of number and problem solving. For example, they are able to freely access shape sorting, threading and counting games. They also enjoy number songs and rhymes which enable them to learn, experiment and practise their skills with growing confidence. Children use tools with skill and are aware of hazards as they build with bricks and crates or play with sand and water. They develop an awareness of the natural world as they help to plant and care for flowers and carrots in the garden. Celebrations and festivals are carefully planned to enhance children's awareness of the wider world and a wide range of resources gives positive images of themselves or diversity within society. However, local resources are not fully utilised to further enhance children's understanding of their community and the locality. Children are encouraged to be active and healthy, developing competent skills of control and manipulation with the wide range of freely accessible resources outdoors. They enjoy using small sports equipment to

practise their throwing and catching skills. Children also develop an understanding of how to keep themselves healthy as they wrap up warmly before going outside and learn to wash their hands before eating. They learn about the importance of healthy foods because they have snacks provided, which they serve themselves, and these offer a very good variety of healthy and nutritious options.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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	1

### 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

<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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## **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