

Rossington Early Learners LTD (Holmescarr)

Holmescarr Centre, Grange Lane, DONCASTER, DN11 0LP

Inspection date	13/06/2014
Previous inspection date	Not Applicable

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

The quality and standards of the early years provision

This provision is good

- Staff use very good and sometimes outstanding teaching strategies in their interactions with children. Consequently, staff effectively extend children's learning and promote their thinking skills.
- Children's learning is well planned for because it is clearly linked to staff's observations and assessments of them, which are made in partnership with parents.
- Staff have a very good understanding of their role in safeguarding children because they receive regular training and implement clear policies and procedures.
- Children are developing a good understanding of how to manage their own risks because staff explain to them how to keep themselves safe.
- The provider uses a range of strategies to monitor the educational programmes and quality of teaching. As a result, they are able to effectively identify areas of development and ensure that all children make good progress in their learning.

It is not yet outstanding because

- Children's emerging understanding of literacy is not fully supported because staff do not maximise the use of environmental print, for example, through displays and labelling.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in the playroom and in the outside area.
- The inspector talked to the provider, manager, staff, key persons and children throughout the inspection.
The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessment, and evidence of staff suitability.
- The inspector took account of parents and carers views.

Inspector

Alison Byers

Full report

Information about the setting

Rossington Early Learners LTD (Holmesarr) was registered in 2013 and is on the Early Years Register and compulsory part of the Childcare Register. It is situated in Rossington, Doncaster and is managed by Rossington Early Learners Limited. The nursery serves the local and wider community and is accessible to all children. It operates from room 10 within Holmesarr Centre and there is an enclosed area available for outdoor play. The nursery can also make use of the hall, library, cafe, arts and craft room, sensory garden and quadrangle garden within the centre. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, term time only, and sessions are from 8.55am until 3.10pm. There are currently 52 children on roll. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- introduce more environmental print, for example, through displays and labels both inside and out, so that staff can fully maximise all opportunities to support children's emerging understanding of literacy.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide a broad and interesting curriculum that stimulates children's learning. They have a good understanding of how to support children's development so they are able to plan resources and challenging activities that reflect their individual needs. As a result, children enjoy learning and make good progress towards the early learning goals. The nursery playroom is carefully planned so that children can access a range of resources across the different areas of learning. They can create with paint, practise their information and communication technology skills on the computer, build with bricks and snuggle on the sofa with a book. Staff provide everyday objects in the role-play area because they understand that children will learn more from real life experiences. This includes vegetables from the nursery garden that children can cut up and pretend to cook. Children benefit from these rich experiences because they can play with what they know and practise skills, such as cutting. The outdoor area is being further developed to enable staff to deliver a wide range of learning opportunities. Children enjoy building castles in the sand and experimenting with making marks on the floor using chalk and water. However, staff currently do not make the most of displays and labels, especially outside, to promote children's early understanding of literacy through environmental print.

Children's learning is supported and extended because all staff understand how to interact effectively with them. The quality of teaching is good with some examples of outstanding practice. Staff make good use of the nursery's vegetable garden and identify a wide range of teaching and learning opportunities. Children are engaged in extended activities as they learn how their plants have grown from the seeds they planted. They examine the plants closely and staff ask open-ended questions that make children think about what plants need to grow and what has made the holes in the leaves. Children are encouraged to feel the soil, describe it and explain why it feels wet. Staff give children time to think and praise children when they talk about the water and the rain in the soil. Children delight in pulling up the radishes and comparing the sizes while staff help children to think about why some are bigger. Staff help children to see activities through and support them to wash the radishes they have picked, cut them up and taste them. As a result, children are developing a very good understanding of the world. All staff are able to help children learn through play. They introduce colours and the concept of size as they draw round feet in chalk and help children count while they are making play dough. Children are well prepared with the skills they will need when they transfer into school because staff are teaching them the correct phonics sounds and children are able to recognise some of the letters of their name.

Staff know the children who attend the nursery well and make regular observations of them so they are able to plan the next steps in their learning. They use a range of observation techniques to ensure they have a complete picture of children and their needs. Staff make individual play plans for each of their key children, that are clearly linked to their observations. For example, children are observed recognising letters on a tub so staff plan to share an alphabet book with them. Staff use children's interests to engage them in activities, for example, they use pictures of princesses to teach children about adding more to change the quantity. Staff track individual children's progress using detailed information about how children learn. They then use this information in planning, for example, gaps identified in literacy are addressed by planning to share books with repeated phrases to encourage children to join in. Parents are included in their children's learning because staff share with them details about what children have been doing at nursery and how they can continue this at home. Staff collect information from parents before children start about their preferences and details of the key skills children already have. They use this information to help inform their baseline assessments of children and plan suitable activities to support them to make progress from the moment they start at the nursery. Good relationships with parents are supported through daily conversations and opportunities to meet with staff to discuss children's progress. Staff regularly share children's play plans with parents so they are kept well informed about what children are learning.

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

Children are happy at the nursery because staff are warm and welcoming. Staff are always down at the children's level, interested in what they are doing and talking to them. They know children and their families well so are able to talk to children about their favourite film characters and the different members of their family. As a result, children feel valued

and grow in confidence. Staff's knowledge of individual children supports them to build strong relationships with them, who are comforted by kind and caring adults when they are upset or hurt. Staff work hard to settle children when they arrive at nursery by keeping close to them to provide reassurance and engaging them in play. Consequently, children have secure attachments to staff that provide a strong base from which to learn and develop. Staff support children's developing self-esteem by praising them for their contributions to conversations. Children are developing an understanding of different emotions because staff talk to them about drawing a happy or sad face with the chalk and asking them to think about what would make them feel that way. Staff are teaching children how to be kind and play together because they deal effectively with disputes between children and plan activities that require children to share. Children behave well and are developing the personal, social and emotional skills they will need as they transfer into school.

Staff actively teach children about healthy eating because they talk to them about how the vegetables they have grown in the nursery garden are good for them. They model trying the different coloured radishes children have picked and staff talk to children about their own favourite vegetables. Staff also teach children about hygiene because they help children to wash the mud of their radishes to get off the germs. Children enjoy continuous access to the outdoor area where they practise balancing, hopping and jumping to promote exercise and their physical development. Being safe in the sun is understood by the children because they know they must wear a hat outside and staff explain how hot their heads would feel without one. Children are learning to manage risks because staff explain to them why they can climb outside but not on the sofa.

Children are supported to develop their independence because equipment and resources are carefully chosen and staff provide sensitive help. For example, a low children's bench in the cloakroom area allows children to sit and change their own shoes while staff provide encouragement and suitable support. Children are learning to manage their own personal needs according to their age, including being able to fetch their own tissue and wipe their own nose. Staff provide opportunities for children to be independent by allowing them to get more water in the watering cans, demonstrating how they can cover the ends to prevent it spilling. Children are taught how to use knives by staff modelling how to hold it to cut up a radish. Plenty of time is allowed for children to practise these skills and they show determination to complete the task. Resources are accessible to children in baskets on low shelves and they are able to make their own choices. For example, staff do not insist all children come for circle time so children are able to continue in their play.

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

Managers and staff at the nursery have a clear understanding of their roles and responsibilities in safeguarding children. All staff complete regular safeguarding training to support their continued knowledge of what would cause them concern about children's welfare and exactly what they would do to respond. The providers ensure that the staff working at the nursery are suitable because they implement a safer recruitment policy that

includes taking several references and completing an induction process for new staff. All staff are subject to checks on their suitability to work with children and managers renew these regularly. There are risk assessments in place for every aspect of the nursery and accidents are reviewed in detail to enable staff to make any necessary changes to prevent future incidents. Staff have qualifications in food safety and hygiene, and implement clear procedures to reduce the risk of cross-contamination.

The provider has a range of strategies in place to monitor the quality of the educational programmes they deliver and to support staff in their continued professional development. Managers review planning documents to check that the focused activities are covering all the different areas of learning, therefore, children are receiving a broad curriculum. Staff work together to discuss how they make assessments of children's learning and managers moderate staff's decisions when they collate assessment data for children. This information is used by managers to check that all groups of children, for example, boys or summer born children, are making equal progress in their learning. Managers know the strengths of their individual staff members and support them through a comprehensive appraisal system. This includes observation of staff's practice, discussions about their knowledge and detailed feedback on reviews of their key children's files. As a result, relevant training can be put in place to support their continued development. Whole staff training about planning the environment has directly impacted on the resources they provide for children to play with during role play. The nurseries self-evaluation accurately reflects their strengths and their action plan identifies key areas of development, for example, the outdoor area and displays that will continue to improve outcomes for children. There is a reflective culture among the staff who evaluate individual activities and provide feedback about the management of the nursery. Staff appreciate how managers respond quickly to any issues. Self-evaluation of the nursery also includes information from parental questionnaires and advice from the local authority.

Staff use a range of strategies to work in partnership with parents to support the continuity of care and education for children. Children's individual play plans are shared with parents and allow them the opportunity to provide detailed information about what children are doing at home. Staff use this information to inform their assessments of children and support their planning. The good communication with parents is especially useful for staff when they are supporting children with special educational needs and/or disabilities because they are able to share detailed information about children's individual plans and their progress. As a result, they are able to work together to promote children's learning and seek additional support from external agencies when necessary. There are close links with the local schools children transfer into and staff produce progress reviews for teachers. Staff take small groups of children to look at their new classrooms and teachers visit the nursery to talk to staff and children. Consequently, children are well supported as they transfer into school. The nursery is located within a community centre and staff have links with other organisations that use the building. As a result, children enjoy trips into the sensory garden and to the library for story time.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY473825
Local authority	Doncaster
Inspection number	949293
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	28
Number of children on roll	52
Name of provider	Rossington Early Learners Limited
Date of previous inspection	not applicable
Telephone number	07949706384

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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