

Rosehill Youth Centre

Rosehill Gardens, WILLENHALL, WV13 2LX

Inspection date

Previous inspection date

07/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
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	3

The quality and standards of the early years provision

This provision requires improvement

- Staff are committed to providing a play-based approach in the playgroup. Consequently, children have good opportunities to play and explore and make appropriate progress in their learning and development
- Children are happy, settled and enjoy coming to the playgroup. This is because staff value and engage children in what they do, to develop their interests and support their individual needs effectively.
- Staff are knowledgeable about child protection and how to deal with any concerns. This means that children are well safeguarded in the playgroup.
- Children benefit from a shared and consistent approach to their care and learning. This is because staff have developed a successful partnership working with parents.

It is not yet good because

- Assessments of children's progress are not robust enough. This means it is not always clear what stage of development children have reached, in order to ensure any early intervention necessary is sought and is targeted effectively.
- The outdoor area is less well resourced and planned for. Consequently, the opportunity for children to learn in the outdoor environment is not maximised to its full potential.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector looked at a sample of children's developmental records, planning, tracking systems and progress checks for children aged between two and three years.
- The inspector looked at a sample of documentation, including staff records, a selection of policies and procedures and risk assessments records.
- The inspector checked staff records including suitability checks, qualifications and training.
- The inspector talked to staff, children and parents.
- The inspector observed the quality of teaching and interactions between adults and children indoors and carried out a joint observation with the manager.

Inspector

Rupinder Phullar

Full report

Information about the setting

Rosehill Youth Centre was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Rosehill Youth Centre in the Willenhall area of the West Midlands. There is an enclosed area available for outdoor play. The playgroup serves the local area and is accessible to all children. The playgroup operates from Monday to Friday, term time only. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm. Children attend a variety of sessions. There are currently 15 children on roll, all of whom are in the early years age group. The playgroup employs two members of childcare staff. All of whom hold appropriate early years qualifications at level 3, including one with an early years degree. The playgroup provides funded early education for two-, and three-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure children's progress is accurately assessed so that any gaps in learning are identified and any early intervention necessary is targeted effectively.

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

- strengthen and develop the resources and planning for the outdoor area to maximise opportunities for children to learn in the outdoor environment.

Inspection judgements

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

Staff have a generally sound understanding of the Early Years Foundation Stage. They demonstrate a generally sound knowledge of the learning and development requirements and plan activities to cover the prime and specific areas of learning. They set up the learning environment so that toys and resources are within easy reach on low-level shelving so that children can make choices about their play and help themselves. Staff collect a range of information from parents about their children and use this information as a starting point. Thereafter, they observe the children regularly to see what they can do and any emerging interests. This helps staff plan relevant next steps to help promote children's learning and development. Staff have started to monitor children's progress to ensure that they are reaching expected levels of development across the seven areas of learning. However, assessments of children's progress are not robust enough. This means it is not always clear what stage of development children have reached in order to ensure any gaps in learning are targeted effectively. Also, children are making sound progress in

relation to their starting points. Children enjoy a range of activities indoors, which enables them to learn through planned, purposeful play. However, there is scope to strengthen and develop the resources and planning for the outdoor area to maximise opportunities for children to learn in the outdoor environment.

Staff use appropriate teaching skills to support children in their learning throughout their daily activities and routines. Staff understand the importance of communication and language development for children and are aware of how to support this through repetition and talk. For example, staff introduce new vocabulary and concepts, such as 'cold', 'slimy' and 'tasty' as the children feel and explore the texture of ice cream. Staff ask appropriate open-ended questions as they explore the flavours of ice creams that they prefer. They explore descriptive language, such as 'chocolate chip'. Staff take a genuine interest in the children's choice of ice cream. Consequently, children engage in conversations and recall past experiences. Staff develop children's understanding of numbers through everyday activities, such as counting fishes as they play with fishes in the water. Staff support children to explore mathematical concepts, such as different shapes. Children become absorbed in their play. For example, they explore the consistency of ice cream and are fascinated as it melts in between their fingers and are engaged in grasping it repeatedly. They lick it and show their delight in the experience. Staff allow them space and time to investigate and experiment with the materials. Children use their imaginations as they enjoy playing doctors with the first-aid box. They pretend to bandage a broken arm and dress up and make tea in the home corner. Staff provide a range of activities for children to make marks. Children learn how to handle and use tools, such as, pencils, chalks and paintbrushes. This provides them with the skills needed to be ready for the next stage in their learning.

Staff keep parents well informed of children's learning and development. They talk to all parents every day when they bring and collect their children and send newsletters home. Staff invite parents to regular meetings to review children's progress and discuss their next steps in learning. They encourage parents to share information from home and encourage parents to complete simple tasks with their children at home, such as creating collages with leaves, which helps involve parents in their children's learning.

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

Children and parents are warmly welcomed in the playgroup where children's emotional well-being is nurtured well. Consequently, children have the confidence to explore and investigate their play environment independently. There is an effective key-person system in place. Staff carry out home visits prior to the children starting at the playgroup and parents are invited to stay and play sessions. Consequently, children and parents build a good relationship with the staff, which strengthens children's confidence and self-esteem. Children's behaviour is good because they know what is expected of them within the nurturing and caring environment of the playgroup. They play well with other children. They share, take turns and are considerate of each other. Staff listen to and praise children, which promotes their self-esteem and confidence. Colourful posters are displayed reflecting special people in children's lives as well as their artwork. Children share their

learning journals with others in delight. As a result, children are developing a strong sense of belonging at the playgroup.

Staff support children in learning about simple personal hygiene well. For example, they encourage children in washing their own hands before snack and in using a tissue to wipe their nose, reminding them to put it in the bin afterwards. Staff consistently take all opportunities to support children to develop their independence skills. For example, children take an active role in putting on their aprons during water play and tidying up before snack time. Staff put good measures in place to keep children safe and secure. For example, they conduct daily checks of the indoor and outdoor environment before the children start the session. All children participate in regular fire drills, which support their growing awareness of how to keep themselves safe. Staff communicate well with each other during the day to ensure that there is safe supervision of the children, throughout the sessions.

Children's move to other settings is sensitively organised to provide the children with smooth moves on to the next stage of their learning. Staff liaise with staff from the local children's centre nursery and invite them into the playgroup to meet the children and talk to staff. Staff recognise the value of meeting up with staff from other early years settings that children attend and the importance of assisting children's move to school.

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

Good arrangements are in place to safeguard children. Robust recruitment procedures ensure that all staff hold appropriate qualifications are suitable to fulfil the requirements of their role and have had appropriate checks carried out. There is a comprehensive awareness of safeguarding issues among the staff in the playgroup, all of whom have attended training on safeguarding. As a result, policies and procedures are implemented consistently and all concerns are prioritised and dealt with effectively. All staff are aware of the risks of social network sites and know who to contact if they observe practices within the setting that compromise the welfare of children. This means that children's welfare and well-being is very well promoted. Children are protected further because staff make effective use of risk assessments to support them in ensuring the areas used by children are safe. The management team monitor staff performance appropriately through regular supervision and appraisals and staff have opportunities to attend local training courses.

The management team have a generally sound understanding of the learning and development requirement of the Early Years Foundation Stage. They satisfactorily monitor educational programme to ensure children are making progress. However, assessments of children's progress are not sufficiently robust. Therefore, it is not always clear at what stage of development children have reached in order to ensure any gaps in learning are targeted effectively. The management team show a clear commitment to develop and improve. They are well supported by the children's centre staff and are working hard to develop the practice within the playgroup. Staff clearly enjoy their work, which is evident

in their positive interactions with children. Self-evaluation identifies key strengths and weaknesses in provision and future plans are based on ongoing improvements that will benefit all children's learning.

Staff understand how children benefit from collaborative working with other professionals. Partnerships with the children's centre means that children's individual needs are discussed with professionals, so that appropriate action is taken to ensure children's needs are met. The partnerships with parents are sound. Parents discuss their children with the key person on a daily basis and have access to their learning records. Parents have access to a range of policies and procedures and are kept up to date about the playgroup through information on noticeboards. Questionnaires from parents provide positive feedback. Parents spoken to on the day are 'very happy' with the care and support their children receive and the range of activities provided. They comment on how welcoming and helpful staff are and one parent commented 'staff always let me know how my child is doing'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY468012
Local authority	Walsall
Inspection number	950651
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	15
Name of provider	Fibbersley Park Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01902366220

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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