

# Rosehill Youth Centre

Rosehill Gardens, Willenhall, WV13 2LX



## Inspection date

10 February 2015

Previous inspection date

7 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff provide well-planned activities and experiences that take into account children's interests and learning goals, which enables them to make good progress over time.
- Children are safe because staff ensure that potential risks are identified and minimised. Staff are aware of their responsibilities to supervise children and protect them from abuse and neglect.
- Children's emotional security is addressed well. Staff are good role models, who teach children to socialise, learn good manners and offer support when needed.
- Children benefit from the flexible use of indoor and outdoor play space. Staff challenge them effectively to develop physical skills through planned and spontaneous activities.
- Partnership working between parents and staff is very good and effectively supports children's well-being and progress. Parents speak highly of the friendly, approachable staff team and value their support.

### It is not yet outstanding because:

- Staff do not always make the most effective use of their skills in using non-verbal communication particularly for children with little vocabulary or who speak English as an additional language.
- Staff do not always support children's developing independence skills, particularly during snack times.

## What the setting needs to do to improve further

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

- build on the use of non-verbal communication to further promote children's developing communication skills, so that they continue to achieve to the highest level
- enhance children's independence skills further, for example, by giving them opportunities to be involved in setting the table for snacks and serving themselves food and drinks.

## Inspection activities

- The inspector observed the staff engaging in a range of indoor learning activities, play and daily care routines with the children.
- The inspector talked to children and staff, and also carried out a joint observation with the manager.
- The inspector held a meeting with the manager during the inspection.
- The inspector looked at children's development folders, children's and staff's files, a selection of policies and daily records, and staff qualifications and suitability checks.
- The inspector gained parents' and other professionals' views from conversations and the documentation available to review.

## Inspector

Patricia Dawes

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff complete home visits and gather useful information to begin the assessment process to help them effectively support children from the start. They use this information to plan an exciting range of experiences and activities that actively promote children's learning. Some staff have attended 'Makaton' training to help children develop their communication and language skills. However, they do not consistently use their skills to help younger children and those who speak English as an additional language with their communication. Children independently extend their own play through accessing an extensive range of high-quality resources. Staff extend children's interest in numbers and mathematical problems by encouraging them to take part in singing rhymes or by asking children to count down ready for their turn on the stepping stones. All children are excited to play with imaginative resources. They use cars, small world figures and the home-corner items to act out stories from their home experiences, favourite films and stories. Parents comment that staff keep them informed about their child's learning and they are able to share new achievements from home. As a result, children make good progress in their learning and development.

### **The contribution of the early years provision to the well-being of children is good**

The premises are spacious, warm and welcoming. Children enter the group happily because there is an effective key-person system in place, which helps children to settle quickly. A variety of accessible resources are available, which are wholly suitable all of the children attending. Staff enhance children's independence and confidence by giving them responsibility to carry out small tasks, such as helping to tidy away the toys. However, there is room to further extend children's independence skills, particularly during snack time, by, for example, giving them opportunities to help set the table and serve themselves. Staff create an inviting, secure and safe environment. Children learn about healthy lifestyles and follow good hygiene practices. They receive lots of praise and encouragement from staff to support their confidence and self-esteem. This helps to prepare children for their moves both within the group and on to other settings, including school.

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

The management team has taken prompt and effective action for all identified areas that were raised at the previous inspection. Children are safeguarded well because staff implement a good range of policies and procedures to promote children's health, safety and well-being. The manager and staff work well together and use self-evaluation well to continuously improve. For example, the manager has introduced the use of peer observations, so that staff can share and model best practice. This helps to enhance practice and continually develop staff's knowledge so that children make the best possible progress. Staff work in partnership, and communicate extremely effectively, with other professionals and agencies to complement all children's learning and progression.

## Setting details

<b>Unique reference number</b>	EY468012
<b>Local authority</b>	Walsall
<b>Inspection number</b>	982962
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	16
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Fibbersley Park Primary School Governing Body
<b>Date of previous inspection</b>	7 July 2014
<b>Telephone number</b>	01902366220 and 07506 835451

Rosehill Youth Centre was registered in 2014 and is managed by Fibbersley Park Primary School Governing Body. It operates from Rosehill Youth Centre in the Willenhall area of the West Midlands. The setting employs four members of childcare staff. Three members of staff hold appropriate early years qualifications at level 3, including one with an early years degree. The setting operates from Monday to Friday, term time only. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm. The setting provides funded early education for two- and three-year-old children. The setting cares for children who speak English as an additional language.

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