

Romanby Pre-School & The Cabin Crew Out of School Club



Romanby Primary School, The Close, Northallerton, North Yorkshire, DL7 8BL

Inspection date	27 March 2015
Previous inspection date	8 July 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff provide a wide range of activities, experiences and opportunities, which support children to make good progress in their learning.
- Staff have built close and effective working partnerships with parents, helping to support children's continuity of care and learning.
- Staff create a welcoming learning environment, enabling children to settle easily and establish close relationships with their key person. As a result, children are happy, behave well and are confident learners.
- The play areas, both inside and outside, are clean, secure and well organised. This means that children can explore their surroundings freely and in safety.
- Children with special educational needs and/or disabilities are supported very well. Staff liaise with parents and other professionals, sharing information and developing strategies to meet children's ever-changing needs.
- Good priority is given to safeguarding children. Staff have a good understanding of their roles and responsibilities in keeping children safe from harm.

It is not yet outstanding because:

- The outdoor play area is not used to maximum effect to support children's awareness of numbers and counting.
- Staff do not always make the most of opportunities to involve parents in evaluating the everyday practice of the pre-school.

What the setting needs to do to improve further

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

- enhance the outdoor play area with a wider range of number labels and appropriate resources for children to use as they play to develop their knowledge of numbers and counting even further
- extend opportunities to consult more with parents, for example, by giving them a questionnaire, to involve them more in the self-evaluation process and raise the outcomes for all children.

Inspection activities

- The inspector observed activities in the playroom, during snack time and during outdoor play.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the manager and chairperson, and spoke to staff and children throughout the inspection when appropriate.
- The inspector viewed documentation, including children's assessment, tracking and planning records, and a sample of the policies and procedures.
- The inspector checked evidence of the suitability and the qualifications of staff working with the children, and discussed the pre-school's self-evaluation.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Lois Wiseman

Inspection findings

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

Staff offer a balance of activities and experiences, promoting children's learning and development across all areas of learning. Staff build on children's interests and all children make good progress relative to their starting points. The welcoming environments enable children to access resources easily and independently. Younger children delight in cleaning their dinosaurs with shaving foam and older children are engrossed as they watch their cars race down pieces of guttering. Staff interact with children in a calm and reassuring way, staying close and offering support when needed. Children listen attentively when stories are shared, responding well to different questions. Assessments are detailed and accurate; children's learning journals provide a documented account of the activities and experiences offered. Staff value parents as equal partners, sharing the care of their children. As a result, individual children's care needs are met and achievements are celebrated.

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

The effective key-person system enables staff to really get to know the children and understand their care needs. Regular dialogue is maintained between staff, parents and school teachers, supporting children's well-being. As a result, children feel happy, secure and form strong attachments with their peers and other adults. The settling-in process is flexible, meeting the needs of children and families. Consistent care routines help children to learn about good hygiene and healthy living. Children engage in physical play outside and manage their own risks. Healthy and nutritious food and drinks are offered, promoting children's good physical well-being. The environments are rich in language and print, helping to develop children's literacy skills. However, the outdoor play area has limited numbers displayed and few resources to promote numeracy in children's play. Staff are skilful role models and promote good manners. Staff manage children's behaviour well and help them to develop self-help skills. This means that children develop positive attitudes and key skills ready for their next stage in learning.

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

Staff have a good understanding of the safeguarding and welfare requirements. Health and safety checks are in place and staff review risks regularly, keeping children safe and secure. Robust policies, recruitment and induction procedures and supervision ensure that staff are suitable to work with children. Planning and assessment arrangements are effective and meet individual needs. Staff work well with other professionals, helping to provide high quality care consistently. The manager works closely with the staff, helping to identify potential learning needs in both children and adults. Staff discuss their practice regularly, although do not always involve the parents fully in the reflection and evaluation process. The management team values training and supports staff to gain further qualifications, extending children's learning experiences even further. Children enjoy life at the pre-school and become active learners, ready for their move into full-time education.

Setting details

Unique reference number	EY285600
Local authority	North Yorkshire
Inspection number	861228
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	115
Name of provider	Romanby Pre School Committee
Date of previous inspection	8 July 2010
Telephone number	01609 778352

Romanby Pre-School and the Cabin Crew Out of School Club was registered in 2004 and operates from a separate building within the grounds of Romanby Primary School. The pre-school employs 13 members of childcare staff. Of these, one hold Early Years Professional status, one holds an appropriate early years qualification at level 4 and 10 staff hold a level 3 qualification. The pre-school opens from Monday to Friday all year round, apart from a week at Christmas. Sessions are from 7.30am until 6pm, including breakfast provision, wrap-around care and after-school care. The pre-school provides funded early education for two-, three- and four-year-old children.

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