

Rosehill Pre School

Holy Trinity Rosehill Primary, Upsall Grove, Stockton-On-Tees, Cleveland, TS19 7QU



Inspection date

26 June 2015

Previous inspection date

19 October 2011

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

- Teaching is good. Staff encourage children's natural curiosity and, therefore, they are enthusiastic and happy in their learning. Staff promote children's speaking and listening skills particularly well as they interact with them during play.
- Good observations and assessments help staff to plan challenging activities that are based on children's interests. This supports children to reach the next steps in their learning.
- Staff are warm, caring and form strong bonds with children. This supports their emotional well-being and they feel secure and confident in the pre-school.
- The safeguarding policy and procedure is clear and comprehensive. The manager is mindful to ensure staff are confident in protecting children, for example, by using scenarios with staff to reinforce their knowledge.
- Parents speak highly of the pre-school and feel very involved in their child's learning.
- Staff support children very well during times of change, for example, when they start school. Staff have formed good links with the attached nursery and school, which means children are confident and well prepared when they move on.

It is not yet outstanding because:

- Children occasionally have to wait too long for the next part of their routine, for example, at snack time. Consequently, children sometimes become restless and misbehave.
- Children have fewer opportunities to explore a wide range of natural resources to develop their curiosity and creativity.
- Continuous improvement in teaching and learning is not consistently supported because professional development is not precisely targeted at enhancing staff practice.

What the setting needs to do to improve further

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

- continue to promote positive behaviour by reviewing routines to minimise times when children have to wait
- extend children's opportunities to independently explore and investigate by offering a wider range of resources, including natural resources, in order to provide children more choice in how they are used
- review arrangements for continuous professional development of staff to include training that will help them to evaluate and improve their already good teaching.

Inspection activities

- The inspector observed staff and children in the indoor and outdoor environments during the inspection.
- The inspector spoke to children, parents, staff and the manager at appropriate times during the inspection.
- The inspector sampled a number of documents during the inspection, including policies and procedures and records of children's learning and development.
- The inspector checked the qualifications and suitability of staff.
- The inspector conducted a joint observation with the manager.

Inspector

Clare Wilkins

Inspection findings

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

Staff hold relevant early years qualifications and, as a result, have a very good understanding of how young children learn. They plan activities based on children's needs, interests and the next steps in their learning. Consequently, children make good progress in their learning. Careful observations and tracking of children's achievements mean that staff are quick to identify concerns and these are acted on efficiently. Children's language development is promoted very well through meaningful interactions. For example, staff ask skilful questions as children enjoy pretending to call the emergency services during play. Children are engrossed in their learning and explore their environment with enthusiasm. They delight as they examine the bugs they find in the planting area and staff extend their learning by discussing the differences between them.

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

Children choose from a wide range of resources, both indoors and outside, which support all areas of learning. However, there are fewer natural resources or equipment that children can play with in different ways that extend their exploration. Children practise their physical skills and learn to take safe risks, for example, as they ride down a grass bank on scooters. Children flourish in the nurturing environment and are happy and confident learners. Staff are dedicated and passionate. They teach children right from wrong and model good manners. Regular routines contribute to the children's sense of security. However, occasionally the routines have a negative impact on their otherwise good behaviour. For example, as they stand in a line to use the bathroom or before going outdoors, they become distracted and restless as it takes too long. The pre-school work hard to prepare children for their move to nursery or school. For example, younger children accompany staff as they collect older children from the nearby school-based nursery. This helps to familiarise them with the routines, buildings and staff they will encounter as they move onto the next stage of their learning.

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

The manager has a good understanding of the requirements of the Early Years Foundation Stage, including how to safeguard children. She ensures staff have essential up-to-date training, such as first aid and child protection. However, staff have not received recent training in relation to their teaching skills. This means they are less able to review and improve their already good practice. Staff work alongside parents to evaluate their provision and identify areas for improvement. For example, they use a book to note which activities work well and how they could be improved. Partnerships with parents are strong. They comment on how supportive staff are and how well they are informed about children's progress. Parents particularly like the 'Wow' board, which celebrates children's achievements. Parents also add information to the board about the progress their children make at home. Parents are invited into the setting to share their own skills and to learn from staff. This ensures a consistent approach, which further supports children's progress.

Setting details

Unique reference number	305984
Local authority	Stockton on Tees
Inspection number	864844
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	44
Name of provider	Rosehill Pre School Playgroup Committee
Date of previous inspection	19 October 2011
Telephone number	01642 589220

Rosehill Pre School was registered in 1992. The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

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