

Rowley Owls Nursery

Rowley Hall Primary School, Windsor Road, Rowley Regis, West Midlands, B65 9HU



Inspection date

27 August 2015

Previous inspection date

2 February 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is not consistently good. Children's starting points are not always identified swiftly enough and activities are not always planned sufficiently well to ensure good levels of challenge. Consequently, children are not always supported to make as much progress as they can.
- Arrangements to monitor the quality of staff practice are not effective enough to ensure consistently good practice.

It has the following strengths

- Children in pre-school are inspired to practice and develop their emerging literacy skills. They spend time writing recognisable letters and drawing recognisable shapes to express what they think and feel.
- Children under three years are learning to use their senses to explore and experiment with resources. Children in the baby room show increasing levels of energy and fascination in things they see and do.
- Improved hygiene and safety practices are in place and these contribute to making sure children are kept safe and healthy.
- Good partnership working with school staff and local authority support workers has led to numerous improvements in care and learning. The high expectations of those in leadership and the clear commitment of all staff to improve provide a strong base for swift future improvements.

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 starting points are identified, assessed and used effectively so that children get all the support they need to make good progress right from the start
- ensure staff plan suitably challenging activities that encourage children's participation and fully promote their individual next steps in learning.

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

- monitor staff performance more closely and swiftly tackle any underperformance so that children receive consistently good quality care and learning experiences.

Inspection activities

- The inspector observed activities in all areas of the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector held discussions with staff in all areas of the nursery. She held meetings with the manager and headteacher of the school.
- The inspector looked at children's records, a record of staff's Disclosure and Barring Service checks and a range of other documentation, including policies and procedures and registers of attendance.

Inspector

Christine Armstrong

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

In some instances, the quality of teaching is very good. Accurate assessment and sharply focused planning in pre-school have led to some children making rapid progress in their literacy skills. Good focus has been given to working in partnership with parents, which is helping children to be well prepared for moving on to school. However, the quality of teaching is variable. In some instances, children are not fully supported to make as much progress as they can. Information about what children know and can do is not always established when children first start. This means children's individual learning needs are not identified and supported as swiftly as they could be. Some adult-led activities are not planned well enough to ensure children's full participation. Furthermore, some activities do not always focus strongly enough on promoting individual children's next steps in learning. All areas of the nursery are organised so that children can initiate their own play and follow their own interests. Children show increasing levels of confidence, independence and motivation to explore and experiment using a wide variety of stimulating resources. This helps to promote their development across the seven areas of learning. Staff are on hand and show interest in what children are doing and saying. They engage children in conversations, which helps to promote communication and mathematical skills.

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

Children receive the care and support they need to become settled and play happily. Staff in the baby room are very caring and nurturing. They develop very positive relationships with parents. This promotes effective partnerships and leads to parents feeling well informed. All children are supported well to develop positive relationships with each other. They learn how to share, take turns and begin to consider the needs of others. They take part in activities and discussions with staff that help them to develop their understanding about staying safe and healthy. Children have suitable opportunities to become active and learn outdoors.

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

The leadership and management of the nursery have improved. There has been a concerted effort to address all of the weaknesses identified at the last inspection. Staff are largely well qualified and receive some good quality training and coaching. This has led to some significant improvements in the quality of teaching and care. However, planning is not checked frequently or robustly enough by management to ensure consistently good quality teaching. Staff suitability checks are robust. However, checks on staff's ongoing performance are just being introduced. These are not yet developed enough to identify and tackle any individual underperformance. Staff are confident about child protection procedures and know what to do if they have any concerns about a child's welfare. They also follow the hygiene procedures fully, ensure that the administration of any medication is fully recorded and complete the register of attendance accurately. This helps to ensure children's well-being and safety.

Setting details

Unique reference number	EY319292
Local authority	Sandwell
Inspection number	1025108
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	110
Name of provider	Rowley Hall Primary School Governing Body
Date of previous inspection	2 February 2015
Telephone number	0121 5591400

Rowley Owls Nursery was registered in 2006. The nursery employs 15 members of childcare staff, 10 of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round from 8am until 6pm. It provides funded early education for two-, three- and four-year-old children.

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