

Little Rowans

New Earswick Primary School, Hawthorn Terrace, New Earswick, York, YO32 4BY



Inspection date

9 October 2015

Previous inspection date

22 July 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team and staff have a good understanding of the setting's strengths and areas for improvement. Recommendations from the previous inspection have been successfully implemented.
- Staff support children well to develop the skills they need in readiness for their move on to school. Children learn about safe and acceptable behaviour and are beginning to listen and follow instructions, share, take turns and sit together for stories and snack.
- Partnerships with parents are strong. Staff keep them well informed about their children's day and the progress they make.
- Staff know children well and use their knowledge, observations and assessments skilfully when planning for individual children. This ensures that they continue to progress well in their learning and development.
- Children receive a rich, varied and imaginative programme of activities and play opportunities. They develop good self-help skills, confidence and independence because staff patiently encourage them to do things for themselves.

It is not yet outstanding because:

- The system for professional development is not sharply focused on ensuring staff benefit from first-rate practice.
- There is scope for staff to further develop/enhance partnership working with other professionals, to ensure that children with speech and communication needs are supported to the highest level.

What the setting needs to do to improve further

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

- extend the system for professional development to ensure a targeted approach is used for building on good teaching practice
- strengthen relationships with other professionals to provide even greater levels of support for children with identified speech and communication needs.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the self-evaluation document and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Sian Campbell

Inspection findings

Effectiveness of the leadership and management is good

The manager, staff and parents contribute to regular reviews to evaluate the pre-school which identifies strengths and areas to develop. The management team effectively monitors children's progress and the quality of teaching. This has a positive impact on children's learning and well-being. However, leaders and staff do not always make good use of the range of professional development and support available to them, in order to improve their teaching practice to the highest level. Robust recruitment procedures are in place to ensure that staff are suitable for their role. Arrangements for safeguarding is effective. All staff have attended safeguarding training. They are alert to potential signs of abuse and know what to do if they have a concern about a child's welfare.

Quality of teaching, learning and assessment is good

Staff take time to talk with parents about their key children before they start attending, and on a regular basis when they have settled. This ensures they know what the children understand and can do. They use this knowledge well to plan how to best support their learning and development. The quality of teaching is good. Overall, children's communication and language skills are supported well. However, staff have not fully developed their partnerships with other professionals who can provide further support for children with identified speech and communication needs. Effective arrangements are in place with the nursery onsite. Children engage in shared activities with the nursery. This helps them become familiar with their new school and provides opportunities for staff to share what they know about each child with teaching staff. Staff plan activities based on children's interests, which motivates children to learn. Children are enthusiastic and become actively involved in this process.

Personal development, behaviour and welfare are good

Staff are friendly and ensure all children feel included, which helps to support children's emotional well-being. Parents spoken to on the day of inspection were complimentary about the care their children receive. Staff act as positive role models as they effectively manage children's behaviour and talk about the importance of safety throughout children's activities. Children's physical development is promoted well. They benefit from fresh air and daily exercise. Children have access to a wide variety of interesting resources both indoors and outdoors. They are confident, highly motivated and enjoy exploring their environment independently. Staff deploy themselves well throughout the room and outdoors to keep children safe and to provide them with any support they may need. Children develop good independence and self-care skills during daily activities. This helps children to acquire the skills that they need in preparation for school.

Outcomes for children are good

The good quality care and teaching provided by staff ensures children are motivated to learn. As a result, children are keen to join in, play and interact with staff and other children. Children make good progress from their starting points and are well prepared with the skills they need for school.

Setting details

Unique reference number	EY359062
Local authority	York
Inspection number	863578
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	18
Name of provider	The Joseph Rowntree Foundation
Date of previous inspection	22 July 2010
Telephone number	01904 750323

Little Rowans was registered in 2008. The setting employs four members of childcare staff. All staff hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 12 noon. The pre-school also opens for afternoon sessions from 12.30pm to 3pm on Monday and Wednesday. The pre-school provides funded early education for two-, three- and four-year-old children.

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