

Rowans Preschool & Lunch Club

Rowans, WELWYN GARDEN CITY, Hertfordshire, AL7 1NZ



Inspection date	3 February 2016
Previous inspection date	14 May 2012

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 manager is effective in promoting opportunities for staff to build on their professional development. Regular supervisions and appraisal meetings are used effectively to enable staff to identify their own strengths and areas for improvement.
- Partnerships with parents are strong. Parents speak highly of the well-qualified staff team.
- Children learn appropriate ways in which to behave. They are kind to each other and demonstrate close friendships. Staff promote consistent boundaries and children are motivated to help them choose appropriate pre-school rules.
- Children have daily opportunities for fresh air and exercise. Staff make effective use of the small outside area. They provide children with a well-planned range of activities that encourages their good progress in all areas of learning.
- Staff regularly read to children individually or as a group and fully encourage them to join in by filling in the missing words they leave out. Children are confident speakers. Their communication and language development are promoted well.

It is not yet outstanding because:

- Management do not yet check the progress made by different groups of children, in order to sharpen their identification of any gaps that may be occurring.
- On occasions, staff do not recognise that activities can be adjusted further to present even more challenge for older, more-able children.
- Staff do not provide enough opportunities for children to experiment with colour and design and talk about what they are doing.

What the setting needs to do to improve further

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

- refine the system for assessing progress, so that it gives a clear picture of the achievements made by specific groups of children, in order to sharpen planning where necessary
- adapt activities consistently to provide appropriate challenge for older, more-able children
- extend children's growing awareness of how media and materials can be mixed and explored.

Inspection activities

- The inspector held a meeting with the pre-school manager and deputy manager. She looked at relevant documentation, such as supervision and appraisal records and saw evidence of the suitability of staff working in the pre-school.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector observed a planned activity and jointly evaluated this with the manager. She reviewed the setting's self-evaluation record and discussed with the manager how staff evaluate the pre-school.
- The inspector spoke to children and staff at appropriate times throughout the inspection.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff attend regular training to ensure that they are aware of the procedure to follow if they have a concern about a child's welfare. Staff complete risk assessments on a regular basis. They are vigilant and promote children's security. For example, staff request secure passwords if unknown adults arrive to collect children. The manager carefully monitors staff's practice. She observes staff, checks children's learning journals and has ongoing action plans that are used to promote continuous improvement. Parents are warmly welcomed and regularly encouraged to extend their children's learning at home. They are invited to stay and play sessions where they have opportunities to join in with children's play and view their learning profiles. The staff team has strong relationships with the host school and the adjoining children's centre. In addition to this, they work closely with other settings who deliver the Early Years Foundation Stage, promoting consistency in children's learning and development.

Quality of teaching, learning and assessment is good

Children engage in activities that promote their mathematical development. For example, they identify matching socks to hang on the washing line outside and use different sized tweezers to transfer a range of soft materials. They demonstrate their creative interests as they enjoy activities, such as craft and painting. However, some staff do not extend their skills further to expand on how they mix and create their own colours. Children have regular opportunities to explore writing materials as they begin to make marks. They skilfully use scissors and tape as they create their chosen pictures. However, some activities are not adapted to provide enough challenge for older, more-able children. For example, children create a fire engine with a range of pre-cut craft paper and materials. This means that for some children the activity does not give them opportunities to do as much for themselves as possible. Observations and assessments are completed by key staff and children's individual needs are identified and incorporated into a range of interesting and enjoyable activities. However, management have not yet begun to track the progress different groups of children make to help them more clearly identify and narrow potential gaps in their learning.

Personal development, behaviour and welfare are good

Staff support children's understanding of their personal safety. For example, as children use play bricks in the outside area, they dress up in hard hats and high-visibility jackets. Staff talk to children about the importance of staying safe while using real tools and equipment. Staff encourage children to lead healthy lifestyles. They provide a range of nutritious snacks and they encourage children to use the bathroom independently. Children's personal, social and emotional development are supported well through meaningful praise and encouragement.

Outcomes for children are good

Staff are aware of children's starting points and capabilities and they support them well. Planning focuses on all areas of learning to ensure that children make good progress, ready for their future education and school.

Setting details

Unique reference number	EY234457
Local authority	Hertfordshire
Inspection number	869997
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	17
Name of provider	Rowans Preschool & Lunch Club Committee
Date of previous inspection	14 May 2012
Telephone number	07934 272 006

Rowans Preschool & Lunch Club was registered in 2002. The pre-school operates from a classroom within Rowans Primary School in Welwyn Garden City. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, term time only. Sessions are from 12.15pm until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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