

Rothbury Kindergarten

Garleigh Road, Rothbury, MORPETH, Northumberland, NE65 7PN



Inspection date

10 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 well-qualified staff complete accurate assessments of children's development. They competently set targets for all children according to their level of development and consistently review their progress. Staff are knowledgeable about children's skills and identify where specific support is needed to maintain progress.
- Children enjoy their time in the nursery, which is very well resourced. The environment is extremely inviting, enabling children to explore their surroundings and have fun.
- Parents are extremely satisfied with the high quality of care their children receive. They receive regular updates about their children's learning and development. Staff work closely with parents to help them support children's learning at home.
- Staff establish warm, nurturing relationships with children and care for them well. Children develop close attachments to their key person. This helps them to become self-assured and confident learners, keen to take part in activities and enjoy exploring.
- Staff are good role models and encourage children with lots of praise for their efforts and achievements. Children are confident, polite and well mannered. They have an enthusiasm to learn, playing cooperatively with their friends and supporting each other if any difficulties arise.

It is not yet outstanding because:

- The current routine involves occasional interruptions to children's concentration. Therefore, children are not able to develop and extend their interests and ideas fully.
- Staff do not share information about children's progress and experiences with all settings they attend.

What the setting needs to do to improve further

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

- minimise interruptions to children's play and help them concentrate even more on their activities and experiences and fully develop their own interests and ideas
- improve information sharing with other settings to help them have a better understanding of the learning and development needs of children.

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 manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability checks carried out for staff working in the setting.
- The inspector spoke to a parent during the inspection and also took account of parents' views through their completed questionnaires.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of their responsibilities in all aspects of child protection. They know what action to take if they have any concerns about a child's welfare. Robust procedures ensure that all adults working with children are suitable to do so. Regular supervision meetings support all staff to understand their roles and responsibilities and ensure any underperformance is swiftly tackled. Staff are supported well with opportunities for continued professional development. This helps to develop their knowledge and qualifications further and has a positive impact on practice. The management team is fully committed to developing the service they provide. They effectively use ongoing self-evaluation which takes into account the views of parents and staff in order to drive continual improvement.

Quality of teaching, learning and assessment is good

Staff support children's communication and language skills well. For example, they use effective strategies, such as getting down to children's eye level to engage them in conversation. Staff also model words that help extend children's understanding and vocabulary. They help children to develop their play and extend their thinking through questions and prompts. Children's exploration and investigation skills are supported well. For instance, babies enjoy the sensation of shredded shiny paper. Older children enjoy learning about the world around them and they use the herbs they have grown and leaves they have collected to make food in the mud kitchen. Staff are careful not to over-direct children's play and are watchful and supportive. They sensitively foster babies' physical development and support them to climb, roll and balance safely.

Personal development, behaviour and welfare are good

Children's individual care is managed well. Staff in the baby room record all care routines as discussed with parents and follow these closely to meet children's needs. All staff are clear about their role in helping children and babies form secure emotional attachments to support their well-being. Children behave very well. They take turns, play together cooperatively and chat to each other about what they are doing. Children learn to talk about how they feel and to listen to each other. They start to understand how other people are feeling. They enjoy many opportunities to play in the fresh air and learn to understand the effects of exercise on their bodies and how this contributes to a healthy lifestyle. Healthy snacks and meals provide a solid foundation for the promotion of children's good health.

Outcomes for children are good

All children develop a positive and enthusiastic attitude towards learning. Children of all abilities achieve well and make good progress relative to their starting points. They develop good mathematical skills, such as learning to count accurately, and explore volume and capacity in the sand and water. Children engage in activities that support their early writing skills. They use writing equipment to make marks, practise writing letters and learn to recognise letters and their sounds. Children are well prepared for starting school and gain the necessary skills to support their future learning.

Setting details

Unique reference number	EY493718
Local authority	Northumberland
Inspection number	1026134
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	58
Number of children on roll	24
Name of registered person	The Early Learning Partnership Limited
Registered person unique reference number	RP902630
Date of previous inspection	Not applicable
Telephone number	01669620017

Rothbury Kindergarten was registered in 2015. There are five members of staff employed at the setting. Of these, one holds an appropriate early years qualification at level 6, one holds level 5, two holds level 3 and one holds level 2. The setting is open each weekday from 7.30am to 6pm, all year round. It receives funding for the provision of free early education for two-, three- and four-year-old children.

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