

Roydon Early Years Ltd

The Village Hall, High Road, ROYDON, Norfolk, IP22 5RB



Inspection date

13 October 2016

Previous inspection date

11 September 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 managers have a strong understanding of their roles and responsibilities. They communicate excellently with the staff team to achieve good standards of care and learning.
- Staff demonstrate an unwavering commitment to ensuring the safety and well-being of children in their care. They are highly vigilant to look out for the known indicators of abuse and neglect. Management ensures that staff know and follow the local procedures to safeguard children.
- A well qualified and mutually supportive staff team works together to provide children with a vibrant and stimulating environment. Imaginative play opportunities, both indoors and outside, are combined with skilful teaching to promote children's good progress.
- Since September, children go on a fortnightly trip to a local Forest School. These trips help to further enhance the good range of outdoor learning experiences that staff already provide for children. Early feedback from parents is that this is having a positive effect on children's levels of enjoyment and their ability to play creatively.
- Parents report that their children are very happy in the pre-school. They notice the very close bonds that staff, including their child's key person, develop with each child.

It is not yet outstanding because:

- The managers do not make best use of the monitoring of the progress made by different groups of children to target interventions even more effectively.
- Staff do not provide as much information as possible to parents to enable them to fully support their child's learning at home.

What the setting needs to do to improve further

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

- make better use of the information gained from the monitoring of groups of children's progress to identify where to target interventions to improve teaching and evaluate the effectiveness on the progress of children
- provide more information for parents about how they can support their child's individual learning at home.

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 spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school provider. She looked at relevant documentation, including the pre-school's self-evaluation, records of children's learning and development, a selection of policies and procedures and risk assessments.
- The inspector checked evidence of the suitability and qualifications of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Kate Hipperson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Robust recruitment procedures ensure that suitable staff work with children. Managers implement clear procedures to ensure the ongoing suitability of staff who are already in post. Regular supervision meetings help to identify training priorities. The setting is very well organised and staff know their daily responsibilities. They diligently maintain the health and safety of children as they play. Staff complete regular checks on the security of the premises. Managers seek the views of others to help them evaluate the quality of the provision. They demonstrate a strong ability to make positive changes over time. Managers spend additional funding purposefully and imaginatively for those children it is provided for. This helps to enhance their engagement and learning.

Quality of teaching, learning and assessment is good

Staff carefully organise the provision to tailor learning experiences according to the individual needs of children. Younger children benefit from time spent in smaller groups. Staff support older children well by providing them with more challenging activities. This helps all children to develop well. Staff ensure a good balance of free play and adult-led activities. They skilfully interact with children as they follow their lead during play. During group times, children have fun as they sing songs, dance and talk together. Activities that staff provide captivate children's interests. For example, children closely observe and talk about the melting ice in pretend dinosaur eggs. They imagine that the dinosaurs are hatching as the ice around them melts. This helps children to learn about the world around them. Staff regularly record their observations of children's developmental progress and share them with parents using an online computer system.

Personal development, behaviour and welfare are good

Staff develop trusting relationships with children, who feel free to talk to staff about their experiences. Children have a strong sense of belonging in the pre-school. Staff often get down on children's levels and join in with their play. They sensitively encourage children who need extra support to develop their confidence. Staff are excellent role models for the children. They help children to learn how to treat each other with kindness and respect. For example, at group time children join in with discussions about what good behaviour is. They contribute what they know about sharing, taking turns and remembering not to snatch toys.

Outcomes for children are good

Children make good progress in their learning from their individual starting points. Some children make better than expected progress. Children develop key skills in preparation for the next stages of their learning, including their move on to school. Their ability to listen well and concentrate is particularly noticeable. Children's emerging mathematics and literacy are well supported. They develop their large physical movements as they play actively in the outdoor area. Children learn to throw, catch, and balance. They develop their smaller movements as they manipulate clay and dough to make models.

Setting details

Unique reference number	EY442818
Local authority	Norfolk
Inspection number	1060010
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	38
Number of children on roll	39
Name of registered person	Roydon Early Years Ltd
Registered person unique reference number	RP531408
Date of previous inspection	11 September 2012
Telephone number	07946688601

Roydon Early Years Ltd was registered in 2012. The pre-school employs 10 members of childcare staff. All hold appropriate early years qualifications at level 2 or above, including one with early years professional status. The pre-school opens from 9am until 1pm on Mondays and from 9am until 3pm, Tuesday to Friday, during term time. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability.

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