

The House Of Rompa

Holly Road, Wilmslow, Cheshire, SK9 1LN



Inspection date	17 March 2017
Previous inspection date	1 May 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager has a strong drive for improvement and has worked tirelessly to continually raise the quality of practice to an outstanding level since the last inspection.
- There is a particularly strong commitment to evaluating practice, through peer observations, supervision, self-evaluation, staff meetings and research. Managers support staff to continually raise their qualification level and attend regular training to update their knowledge and skills even further.
- Managers and staff have embedded an excellent observation, assessment and planning system that they monitor exceptionally well and continually identify ways to improve it. Staff regularly consult with parents to help review the knowledge and skills children display at home, to help ensure their overall assessment of children's learning is accurate.
- The manager has strong working relationships with safeguarding professionals to make sure all staff remain up to date with changes in safeguarding legislation.
- All parents are very engaged in children's learning. For example, parents attend events to discuss their children's progress. There are excellent daily handovers from staff to help promote consistent approaches to children's learning at home and in the nursery. This helps children to reach their goals quickly.
- Staff work exceptionally well with other settings children attend to promote continuity in learning.
- The consistent and high-quality staff team enables children and their families to develop excellent relationships with staff. As a result, new children settle instantly and all children feel secure. Staff praise children and therefore they have a strong belief in their own ability and high levels of confidence.

What the setting needs to do to improve further

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

- monitor the impact that extending the range of opportunities for children to be imaginative outside has on their already outstanding progress.

Inspection activities

- The inspector observed the quality of teaching during a range of activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector held a meeting with the nursery manager. He looked at relevant documentation and evidence of the suitability of staff working at the nursery.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager and her team have an excellent understanding of how to promote children's learning and well-being to the highest levels. Monitoring of children's progress is highly effective. Staff identify how to further accelerate aspects of children's learning, such as mathematics. Safeguarding is effective. Training in child protection has led to a vigilant culture of safeguarding, which is at the forefront of staff's practice. There are highly robust procedures that staff follow should they need to report any concerns.

Quality of teaching, learning and assessment is outstanding

Staff's teaching is consistently excellent and activities are inspirational. Staff are highly responsive to children's needs. For example, they work with children who need additional support individually to help develop their skills in specific aspects of their learning. Staff use their knowledge, training and skills to plan activities that build precisely on children's previous learning and develop their interests. For example, they help children to identify skeleton pieces that are mixed up. Children are then able to point to where the bones are on their own body. Children work together to put together the skeleton. Staff provide varied learning opportunities that help to promote children's vivid imaginations when they are playing indoors. Children play with medical equipment, such as stethoscopes, to listen to other children's heart beats. They pretend to diagnose each other and give out medicine. Staff have identified there are not always the same opportunities for children to enhance their imaginations outside and have begun to make changes to address this.

Personal development, behaviour and welfare are outstanding

There is the strongest possible promotion of children's health and welfare. Staff teach children about how to keep their bodies healthy and make healthy choices. For instance, children are taught about the importance of handwashing. They apply ultraviolet gel to their hands and place them under a light to show germs. Children then wash their hands and place them back under the light to check if the germs have gone. If they have not, staff demonstrate to children good handwashing techniques. Babies receive personalised and sensitive care from nurturing staff. When children move room or start school, the change is meticulously well planned for and continuity in care and learning is maintained as a result of excellent information sharing. Children's behaviour is excellent. They learn how to manage their feelings and understand the impact of their actions on others.

Outcomes for children are outstanding

Any gaps in children's learning close rapidly. Children who speak English as an additional language make sustained progress in developing their English speaking skills. The most able children work beyond what is expected for their age. For example, they are able to continue rhyming strings and match rhyming words together independently. From a young age children have extremely high levels of concentration. Children's understanding of the world is outstanding. They use postcards they receive to learn about places people have visited. Children use a map of the world to look where the place is in relation to the nursery. Staff then support children to use the internet to find out more about the country to extend their knowledge further.

Setting details

Unique reference number	305119
Local authority	Cheshire East
Inspection number	1063934
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	40
Number of children on roll	42
Name of registered person	A'dell Lauren Harper
Registered person unique reference number	RP513736
Date of previous inspection	1 May 2013
Telephone number	01625 548399

The House Of Rompa was registered in 1991. The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 2, 3 or 4. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7am until 7pm. The nursery provides funded early education for three- and four-year-old children.

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