

# Rhodes Preschool CIC

Boardman Lane, Middleton, Manchester, Lancashire, M24 4PU



## Inspection date

Previous inspection date

9 June 2017

Not applicable

| The quality and standards of the early years provision | This inspection:     | Requires improvement | 3 |
|--|----------------------|----------------------|---|
|  | Previous inspection: | Not applicable       |   |
| Effectiveness of the leadership and management         |                      | Requires improvement | 3 |
| Quality of teaching, learning and assessment           |                      | Requires improvement | 3 |
| Personal development, behaviour and welfare            |                      | Good                 | 2 |
| Outcomes for children                                  |                      | Requires improvement | 3 |

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Children do not make consistently good progress in their learning and development. The systems for providing support and coaching for staff are not robust enough to ensure they can fully carry out their roles.
- Staff do not effectively use their assessments of the individual development needs of each child to plan targeted and challenging experiences. This particularly relates to children who may need additional support to catch up.
- The organisation of some group activities is not particularly effective. Younger children become restless from sitting too long.

### It has the following strengths

- The manager follows clear recruitment and initial induction procedures to ensure all staff are suitable to work with children.
- Children enjoy coming to the welcoming, well-resourced nursery. Staff build good partnerships with parents and get to know children very well. Children all settle quickly and are comfortable with their key person.
- Children's good health and well-being are well promoted. They learn about healthy eating and enjoy daily outdoor play where they test and develop their physical skills. Children have a good awareness of how to keep themselves and others safe.
- Children behave very well. They follow instructions from staff and understand the basic rules, such as putting toys away at the end of the session.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

|  | Due Date   |
|--|------------|
| ■ implement appropriate arrangements to provide support and coaching, so that staff have the skills they need to promote the development of all children | 09/07/2017 |
| ■ use what is known about children from assessments to plan challenging activities in order to target what they need to learn next.                      | 09/07/2017 |

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

- review the organisation of some parts of the daily routine and minimise the time that younger children have to spend sitting.

## Inspection activities

- The inspector observed the quality of practice during activities indoors and outdoors, and assessed the impact this has on children.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector held a meeting with the deputy manager. She looked at relevant documentation, including staff suitability to work with children.

**Inspector**  
Linda Shore

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The systems for ongoing support and coaching of staff, particularly during a period of high staff turnover, are not fully effective. For example, information about children who require additional support is not handed over to new staff to ensure timely intervention. The manager evaluates the provision through a local authority quality programme. She is taking action to change the way staff monitor the progress of individual and groups of children to improve outcomes. Parents speak highly of the nursery. Safeguarding is effective. Staff have a suitable understanding of how to keep children safe and what to do if they have any concerns about the welfare of a child.

### **Quality of teaching, learning and assessment requires improvement**

Staff make regular observations of what children can do and assess their level of development. However, this information is not used to plan challenging activities in order to promote children's individual next steps in learning and ensure they make good progress. Planning is based around the current theme of transport and covers all areas of learning; however, this does not take account of children's differing stages of development. For example, some activities have younger children sitting for a little too long and they become restless. Children enjoy the variety of activities, songs and books linked to all modes of transport. The quality of teaching and interactions is mostly very good. Children learn a lot about the world they live in during group activities. They understand the concept of yesterday, today and tomorrow. Children demonstrate a knowledge that the weather is changeable and make astute observations about the current conditions and predict how it may change.

### **Personal development, behaviour and welfare are good**

Staff are calm, caring and attentive to children's needs. They are good role models who teach children to be kind and to apologise if they accidentally bump into others. They provide clear explanations that support children to develop friendships. Staff create many opportunities for children to learn how to take care of themselves and take responsibility. They skilfully encourage even reluctant children to assist with keeping the spaces clear and safe, and praise them highly for their efforts. This helps to build their sense of self-worth and confidence in their abilities.

### **Outcomes for children require improvement**

Children's learning and development are not supported well enough to ensure they all consistently make progress from their starting points. That said, children are steadily learning the skills they need to prepare them for their eventual move to school. Children are keen learners and take pride in helping staff. They are developing independence as they learn to put on their coat, select their own food and pour drinks.

## Setting details

|  |                          |
|--|--------------------------|
| <b>Unique reference number</b>                   | EY483874                 |
| <b>Local authority</b>                           | Rochdale                 |
| <b>Inspection number</b>                         | 1002332                  |
| <b>Type of provision</b>                         | Sessional provision      |
| <b>Day care type</b>                             | Childcare - Non-Domestic |
| <b>Registers</b>                                 | Early Years Register     |
| <b>Age range of children</b>                     | 2 - 4                    |
| <b>Total number of places</b>                    | 28                       |
| <b>Number of children on roll</b>                | 30                       |
| <b>Name of registered person</b>                 | Rhodes Preschool C.I.C.  |
| <b>Registered person unique reference number</b> | RP904151                 |
| <b>Date of previous inspection</b>               | Not applicable           |
| <b>Telephone number</b>                          | 01616531891 07562 383786 |

Rhodes Preschool CIC was registered in 2014 after a change to the organisation under which it operated. It is situated in the Rhodes area of Middleton, Rochdale. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including the manager, who has early years professional status. The pre-school opens Monday to Friday during term time only. Sessions are from 8am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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