

Rosehill Pre School

Holy Trinity Rosehill Primary, Upsall Grove, Stockton-On-Tees, Cleveland, TS19 7QU



Inspection date

13 July 2017

Previous inspection date

26 June 2015

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

- Partnerships with the adjoining school are strong. Effective arrangements support children's all-round learning and welfare when they attend nursery alongside pre-school. They are supported equally well when the time comes for them to attend full-time provision in school.
- Children's assessment information is reviewed well by the manager. This helps to identify areas where children may require additional support and intervention to meet their individual learning needs.
- Children's behaviour is good. They respond well to gentle reminders of age-appropriate rules and develop an understanding of expectations within pre-school.
- The manager demonstrates a strong drive to continually improve the quality of the pre-school. She takes full account of the views of staff, parents and children to help her identify ways the pre-school can improve.
- Children's independence skills are fostered well. They are encouraged to take part in activities, such as handing out cups and pouring drinks at snack time.

It is not yet outstanding because:

- Staff do not always organise large-group times and routines well enough to help all children become highly engaged in their learning.

What the setting needs to do to improve further

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

- build further on large-group times and routines, and promote opportunities for all children to become more deeply engaged in learning.

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 during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Nicola Jones

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There is a comprehensive understanding of child protection issues among the staff team. They know what action to take should they be concerned about a child's welfare or to manage any allegation made against the staff team. The manager demonstrates a proactive attitude to working alongside external professionals to support children's well-being. For example, they have embarked upon a project to raise awareness of wider safeguarding issues children may be exposed to. Overall, the manager maintains a good overview of the educational activities provided for children in pre-school. This helps to ensure most activities reflect children's interests and stage of development. Staff are supported well to improve the effectiveness of their teaching. They are actively encouraged to further their professional qualifications and benefit from ongoing supervision and training opportunities.

Quality of teaching, learning and assessment is good

Overall, the well-qualified staff team supports children well to make good progress in their learning. They use a wide range of effective teaching strategies to help children build upon and extend their skills and knowledge. Excellent opportunities are provided for children to develop their problem-solving skills. For example, children become highly motivated to make their own dens outdoors. They work collaboratively together, share ideas and overcome problems. They find out how to make lengths of reinforced cardboard stand up before placing a canopy on top. Staff provide support where children need it. They make suggestions and offer additional help, if this is required. Parents are kept well informed of the progress their children are making. They engage in frequent conversations with staff and enjoy contributing to written documents, such as contact books. This helps to support children's learning at home and in the pre-school.

Personal development, behaviour and welfare are good

Children are happy and thoroughly enjoy attending the friendly, welcoming and stimulating pre-school. They develop strong relationships with staff and other children who attend. They are developing into confident learners. Staff support children particularly well when they first start to attend the pre-school. Highly effective settling-in arrangements help children to settle and begin to stay for short periods without their parents. Staff support children's physical needs well, especially during periods of hot weather. They ensure children wear protective clothing, such as sun hats and are kept well hydrated.

Outcomes for children are good

Children make good progress in their learning. They are well prepared with the skills they require when they start school. Children extend their mathematical skills as they play. They enjoy counting forwards and backwards using numbers up to 10 when they engage in imaginary play. They fill and empty containers when exploring the water tray, using language to talk about size and capacity. Children are confident, capable communicators. They learn new words quickly and use them within the context of their play.

Setting details

Unique reference number	305984
Local authority	Stockton on Tees
Inspection number	1090614
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	2 - 4
Total number of places	28
Number of children on roll	26
Name of registered person	Rosehill Pre School Playgroup Committee
Registered person unique reference number	RP518808
Date of previous inspection	26 June 2015
Telephone number	01642 589220

Rosehill Pre School registered in 1993. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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