

# Rosley Preschool: Busy Bees

Rosley C of E School, Rosley, WIGTON, CA7 8AU



<b>Inspection date</b>	27 September 2017
Previous inspection date	14 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff widely focus activities and planning on children's interests. They use their observations of children's play and learning to inform plans, meaning they are enthused, motivated and keen to participate. Children make good progress.
- Staff consistently implement effective behaviour management techniques. Children have a good understanding of sharing and taking turns. They demonstrate a good understanding of the expectations of their behaviour and pre-school rules.
- The manager is proactive in establishing effective partnerships and creates a successful collaborative approach to meeting the needs of children and their families. Staff readily share information and develop effective links with all involved in children's care and learning. These help to have a strong impact on raising outcomes for children and closing achievement gaps.
- The learning environment is bright, welcoming and personal to the children. Samples of children's artwork, photographs from the local area and images from around the world are displayed all around. These help to create an environment that supports children's understanding and awareness of themselves and their place in the wider world.

### It is not yet outstanding because:

- Occasionally, the routine of the day interrupts children's play and learning.
- Performance management completed by the manager does not provide precise evaluations of staff's teaching to raise the quality of teaching to an outstanding level.

## What the setting needs to do to improve further

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

- create a more flexible routine that allows for continued play and learning
- evaluate staff's teaching with more precision, raising the quality of teaching to an outstanding level.

### Inspection activities

- The inspector observed the quality of teaching during play inside and outside and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation. The inspector viewed and discussed the planning, policies, procedures and self-evaluation processes.

### Inspector

Katie Sparrow

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a firm awareness of child protection and understand their responsibility to protect children from harm. The manager follows robust recruitment procedures and regularly checks staff's ongoing suitability. She effectively tracks children's development to swiftly identify emerging gaps in learning and implement support where necessary. The staff team works very closely together. It regularly reflects on the strengths of the provision and areas to improve. It seeks the views of parents, children and other professionals and use new skills from regular training opportunities to inform further developments. All staff are qualified and, overall, supported well by the manager. They meet regularly for supervision meetings and receive ongoing coaching and feedback.

### Quality of teaching, learning and assessment is good

Staff know their key children well and plan effectively for their progress. They use assessments from parents to better understand children's needs upon starting, including what they can already do and where they may need additional support. Staff regularly observe and assess children's development. They provide activities and experiences to engage and motivate children. Pre-planned activities and interactions with children are differentiated well according to their individual needs, impacting well on their learning. Staff fit in well with children's ideas and promote learning according to their interests. For example, staff encourage children to write a list of the objects in their bag and go on to talk about what they have found, encouraging their physical, literacy and communication skills well.

### Personal development, behaviour and welfare are good

Children show they are happy and enjoy their time at the pre-school. Children's all-round well-being is supported by staff who are warm, welcoming and attentive to all their needs. Children engage in interesting activities that support their understanding of healthy lifestyles and how to manage their own good health. For example, children learn how to brush their teeth thoroughly. They are supported by visits from the dental hygienist to further underpin this important healthy routine. Children are keen risk assessors and manage their own safety well. They wear safety related clothing and show caution when digging in the mud kitchen with large tools.

### Outcomes for children are good

Children show a good attitude towards their learning. They are confident to explore their own ideas and join in with group play, demonstrating good social skills. Younger children give meaning to marks they make and older children confidently write for a purpose across many areas of learning. Children independently count as part of their play and use mathematical thinking as they problem solve. Children develop the skills they need for their future learning and in readiness for school.

## Setting details

<b>Unique reference number</b>	317585
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1101846
<b>Type of provision</b>	Full-time 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>	20
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Rosley Pre-School Busy Bees
<b>Registered person unique reference number</b>	RP518421
<b>Date of previous inspection</b>	14 January 2014
<b>Telephone number</b>	07919 422 527

Rosley Preschool: Busy Bees registered in 2000. The pre-school employs four members of childcare staff. All of whom hold relevant qualifications. The pre-school opens Monday to Friday term time. Sessions are from 9am to 3.30pm with an additional breakfast and after-school club available from 8am to 9am and 3.30pm to 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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