

Rose Hill Pre-School

C/O Imagine Co-operative Childcare, Ashhurst Way, Oxford, OX4 4RF



Inspection date

Previous inspection date

5 October 2017

17 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 newly appointed manager has worked extremely hard to prioritise and successfully address the actions and recommendations from the last inspection. For example, staff carry out accurate observations and assessments on what children can do and use these successfully to plan towards children's next steps in development.
- Staff offer a wide range of experiences to help to challenge and engage children in learning and ensure they all make good progress, given their starting points.
- Partnerships with parents are strong. Staff use a good variety of ways to involve parents effectively in their children's next steps in learning. They gather lots of information when children start to help them to form accurate starting points. Parents comment on the good-quality care their children receive.
- Staff help children to develop their growing awareness of healthy lifestyles. They provide a wide choice of nutritious snacks and engage children in conversations about healthy food choices.
- Children's safety is promoted at all times. Staff provide consistent messages and explanations to help children to understand and begin to manage their own risks well.

It is not yet outstanding because:

- The manager does not make the best use of tracking children's progress, and that of different groups of children, to raise children's outcomes to the highest level.
- Sometimes, the opportunities for children who prefer to learn outside are less inviting and challenging and, at times, children lose interest.

What the setting needs to do to improve further

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

- build on current systems for monitoring children's development to track the progress made by specific groups of children, to identify where any gaps can be targeted more accurately and raise children's outcomes to the highest level
- create more opportunities for those children who prefer to learn outside to make more rapid progress in all areas of their learning.

Inspection activities

- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the children, staff and the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback.
- The inspector observed children's activities indoors and outdoors.
- The inspector looked at a range of relevant documentation relating to safeguarding and staff suitability, as well as policies, procedures and progress records.

Inspector

Helen Harnew

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know the signs that would give them concern about children's welfare. The manager and staff have a secure understanding about the procedures that they would follow should any concerns arise. The managers and committee members follow robust procedures to check the suitability of all persons connected to the pre-school. They have developed strong relationships with professionals from the local authority to help enhance their knowledge and understanding about their roles and responsibilities. The manager is committed to supporting staff professional development. Staff attend regular training to help to enhance their knowledge and skills and improve the outcomes for children. For example, they have improved their interactions with children and relationships with parents to raise the continuity of care and learning. The manager makes good use of feedback from everyone involved with the children's care and learning to plan future improvements to continue to raise the quality of the provision.

Quality of teaching, learning and assessment is good

Staff enhance children's communication and language skills well. For example, they clearly emphasise words throughout their interactions and provide children with the time they need to think and share their knowledge. Staff challenge children to count in everyday play. For instance, children count how many pieces of fruit they have cut for their snack time and how many blocks they use to build towers. Staff make good use of all opportunities to help to develop children's understanding of mathematical concepts, such as size and quantity. Staff provide lots of opportunities for children to develop their physical skills. For example, children thread string through different-sized objects and use all of their strength to mould and knead dough to make pretend cupcakes.

Personal development, behaviour and welfare are good

Staff form close relationships with the children and their families. Children settle in well on arrival. Staff build on children's confidence and sense of belonging. For example, they praise children constantly for their achievements. Staff help children learn to respect and recognise people's similarities and differences. Staff help children to explore different feelings and facial expressions to help them to identify each other's feelings. They help children learn to be kind to one another. Children behave very well. Staff have good partnerships with other professionals. They regularly share information on children's development to build consistency in their learning.

Outcomes for children are good

Children learn the skills they need towards their moves to school. For example, they build good independence and self-help skills. They make good use of the writing tools provided to practise their early writing skills. Children enjoy re-enacting stories and develop a keen interest in books. Any gaps in children's learning are identified and they make steady progress in their learning and development.

Setting details

Unique reference number	EY299812
Local authority	Oxfordshire
Inspection number	1100569
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	16
Number of children on roll	13
Name of registered person	Rose Hill Pre-School Committee
Registered person unique reference number	RP525239
Date of previous inspection	17 May 2017
Telephone number	01865 772793

Rose Hill Pre-School registered in 2005. It operates within a shared nursery building in Rose Hill, Oxford. The pre-school opens each weekday from 8.45am until 11.45am, during term time only. Children can also attend a lunch club and on some days the pre-school operates an afternoon session until 2pm. The pre-school employs three staff, all of whom have relevant childcare qualifications.

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