

# Rossington Early Learners LTD (Holmes Carr)

Holmes Carr Centre, Grange Lane, Doncaster, DN11 0LP



<b>Inspection date</b>	11 January 2018
Previous inspection date	13 June 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

- Teaching is good. Staff provide a wide range of interesting and exciting activities that children enjoy taking part in. They help children build on what they know and can do.
- Staff make excellent use of their local environment to help children learn about the natural world. For example, they regularly visit a sensory garden and have their own allotment to develop an understanding of where different foods come from.
- Children are happy and show curiosity to explore and play. They make good progress in their learning and are well prepared for future education.
- Children behave well. They understand the rules and boundaries in place. Staff consistently praise the children. This helps to promote their confidence and self-esteem.
- The management team effectively compares and analyses information about the progress made by all groups of children.

### It is not yet outstanding because:

- Staff do not consistently provide enough challenge during some activities to help children make the best possible progress in their learning.
- Staff provide good narratives during play and ask some pertinent questions but do not consistently give children sufficient time to respond.
- Although there are systems to monitor the quality of teaching and evaluate staff practice, these are not fully embedded to place a high focus on professional development to rapidly improve teaching.

## What the setting needs to do to improve further

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

- provide children with the highest levels of challenge during all activities, so that they make more rapid progress towards their next steps in learning
- make full use of opportunities for children to develop their thinking, allowing them time to answer questions and share their ideas
- embed the procedures for evaluating the impact of staff practice and identify professional development opportunities to help raise teaching to the highest possible level.

### 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 nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Lianne McElvaney

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know the possible signs of abuse and have secure knowledge of procedures to follow should they be concerned about a child. Robust risk assessments are in place to help ensure all areas of the setting are safe and secure. Rigorous recruitment procedures help to make sure that staff are suitable to work with children. The management team is aspirational for the nursery and clearly communicate this vision to the staff team. They have developed sharply focused and targeted plans to improve the nursery. Staff work well in partnership with parents and other professionals. For example, they arrange meetings with teachers from local schools to enable them to get to know the children. This supports children's move to school and continuity in their learning. Information is shared regularly with parents to ensure they are kept updated about their children's development.

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

Staff are well qualified and support children's needs well. They use ongoing observations, assessments and their knowledge of children to identify their next steps in learning. Staff make learning exciting for children and they maintain their attention. They use songs and rhymes to support children's speech and language development. Children particularly enjoy opportunities to play outside where they join in with group activities or follow their own interests. For example, children delight in pretending to make potato soup in the mud kitchen. They show a great deal of concentration as they use large spoons to carry the potatoes from one container to another. Young children begin to explore the properties of different materials while playing in sand, water and shaving foam.

### Personal development, behaviour and welfare are good

The nursery has a calm and friendly feel and children are warmly welcomed by staff. An effective key-person system is in place and staff understand the unique individual needs of all children. Staff are positive role models, they join in children's play, show them how to use resources and reshape their learning through offering ideas. Staff promote children's self-confidence well, for example, through praise and encouragement. All children spend time outdoors and take manageable risks in their play, using equipment with growing competence. Children are provided with healthy options at mealtimes and play activities help them to develop an awareness of a healthy lifestyle.

### Outcomes for children are good

Children of all abilities, including those in receipt of funding, make good progress during their time at the nursery. They are developing the skills they need for their move to school. Children are learning to take turns, to listen and talk to each other. Children are developing the smaller muscles in their hands needed for early writing skills. They concentrate to make controlled movements using materials, such as dough and use scissors to cut. Children are enthusiastic and motivated to learn. They develop their literacy skills when they use pens to draw and listen to staff read stories.

## Setting details

<b>Unique reference number</b>	EY473825
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	1102963
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Rossington Early Learners Limited
<b>Registered person unique reference number</b>	RP531094
<b>Date of previous inspection</b>	13 June 2014
<b>Telephone number</b>	01302354546

Rossington Early Learners LTD (Holmesarr) registered in 2013. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 5 and eight at level 3. The nursery opens from Monday to Friday term time only. Sessions are from 8.55am until 3.10pm. The nursery provides funded early education for two-, three- and four-year-old children.

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