

Greasborough Rising 5's

Greasbrough Primary School, Munsbrough Rise, ROTHERHAM, South Yorkshire, S61 4RB



Inspection date

23 February 2018

Previous inspection date

15 May 2014

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Parents speak very highly of the pre-school and are extremely happy with the care their children receive. Staff use a range of innovative and creative methods to help engage parents in their child's learning. They offer good, high-quality information and provide a range of excellent ideas to help parents continue children's learning at home.
- The pre-school is located in the school and staff share expertise and resources. Children become familiar with the school environment and this supports their move on to school when the time comes.
- A highly effective key-person system helps children form extremely secure attachments to all staff and their friends. Children show they feel very happy in the pre-school. Staff skilfully support children's emotional well-being.
- Children have access to a wide range of stimulating learning experiences. They spend long periods of time engaged in activities and display a very positive attitude towards learning.

It is not yet outstanding because:

- The manager does not focus professional development opportunities for staff closely enough on raising the quality of teaching and staff practice to the highest level.
- On occasions, staff do not organise whole-group activities in the most effective ways to support and promote children's engagement and level of concentration.

What the setting needs to do to improve further

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

- strengthen the program of supervision and performance management to ensure the quality of teaching and learning is consistently improving to the highest level
- review the organisation of large-group activities so that children are not distracted from 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 manager.
- The inspector spoke to several parents during the inspection and considered their views.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

Inspector

Dawn Barlow

Inspection findings

Effectiveness of the leadership and management is good

The manager is ambitious and eager for all children to achieve well and develop a positive attitude towards learning. She uses self-evaluation well, to identify areas for development in the pre-school. The manager effectively uses the information she gathers from staff, parents and children to develop practice that benefits children. Safeguarding is effective. The manager ensures that staff are confident in their understanding of the signs and symptoms which may give cause for concern about a child's welfare. The manager deploys staff effectively to supervise children closely. Arrangements for monitoring different groups of children are successful. As a result, the manager swiftly identifies and addresses gaps in children's learning helping them to catch up. The relationship with the school is extremely strong and children move on very confidently.

Quality of teaching, learning and assessment is good

Staff use their good teaching skills as they play alongside children. Staff move around to deploy themselves effectively to support children well. They get down to children's level and join in with their play experiences. Staff have a good understanding of how children learn. They make effective use of individual children's observations and assessments. Staff take account of children's next steps in learning and use these to inform the planning of activities. Children develop good literacy skills. For example, staff encourage children to form letters and they practise writing their names. Staff support children's mathematical development confidently, as they continually talk about numbers, shape, colours and size.

Personal development, behaviour and welfare are outstanding

Staff are excellent role models for children. Children learn to consider the needs of others, successfully manage their emotions and feelings, and develop strong independence skills. They display extremely good social skills and play cooperatively together. Children develop an excellent understanding of healthy lifestyles. Staff positively support children to learn about good health and hygiene practices, including learning to clean their teeth independently. They thoroughly enjoy being out in the fresh air every day. Children understand why they need coats and hats on to be warm outdoors. They are gaining extremely good physical skills. For example, they take manageable risks in their play as they use large construction resources to create structures to climb and balance on. Children enjoy exciting activities that encourage them to learn about festivals and celebrations.

Outcomes for children are good

Children that receive additional funding enjoy well-planned activities that support them to progress. Children count, recognise numbers and confidently solve simple problems. They show an interest in stories and they are beginning to recognise that print has meaning. Children are motivated and keen to play and explore with their friends. They enjoy taking on a challenge and trying new things. All children learn a good range of skills that prepares them well for their eventual move on to school.

Setting details

Unique reference number	EY239953
Local authority	Rotherham
Inspection number	1101905
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 - 5
Total number of places	28
Number of children on roll	35
Name of registered person	Cinderbridge Playgroup Committee
Registered person unique reference number	RP902019
Date of previous inspection	15 May 2014
Telephone number	01709 560129

Greasbrough Rising 5's registered in 2002 and operates from a room within Greasbrough Primary School in Rotherham. The pre-school is open Monday to Friday, from 9am to 11.30am and from 12.30pm to 3pm, term time only. A lunch club is available. There are eight members of staff, including the manager, who work directly with the children. Of these, one holds an early years qualification at level 6, six staff hold early years qualifications at level 3 and one member of staff at level 2. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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