

Rowlands Gill Under Fives

Rowlands Gill Primary School, Dominies Close, ROWLANDS GILL, Tyne and Wear, NE39 2PP



Inspection date

2 May 2018

Previous inspection date

25 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

- The manager and her team are very dedicated and want to be the best they can possibly be. The manager has a clear picture of how they can improve further. Professional development is targeted and has a significant impact on children's engagement and motivation. Children are eager and curious learners.
- Children make good progress. Children with special educational needs and/or disabilities make better than good rates of progress and the attainment gap is closing rapidly. The manager monitors the achievements of individual children and takes swift action when she identifies any gaps in their learning.
- Staff place high emphasis on developing children's communication and language skills. They are well qualified and use their teaching skills well to help children build up and extend their vocabulary.
- Children learn how to keep themselves safe and manage their own risks in the setting. Skilful support helps children to understand what is safe for them to undertake. For example, they learn how to build ramps to travel down with bikes and scooter.

It is not yet outstanding because:

- When children first start attending, assessments are not sharply focused on what they know and can do to help them make more rapid progress.
- Although teaching is good, overall, at times staff are not sufficiently focused on what children need to learn next when supporting their play and learning.

What the setting needs to do to improve further

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

- strengthen assessments when children first start that focus more sharply on what they already know and can do to help raise their achievement to an even higher level
- strengthen teaching and focus more precisely on what children need to learn next.

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

Inspector

Elizabeth Fish

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 how to respond to any concerns about a child's welfare and who to contact should they have concerns. Regular training helps staff to keep their safeguarding knowledge updated. There are good procedures in place to ensure the suitability of staff. Staff are encouraged to develop their knowledge and skills. Highly focused supervision meetings support them further. Staff have developed strong partnership working. They have excellent relationships with the on-site school. They liaise with other professionals, where necessary, and provide targeted support when needed.

Quality of teaching, learning and assessment is good

Staff have thought carefully about how they can enthuse and motivate children. Children choose what they want to do for most of the session. Staff use their knowledge and skills effectively to plan and resource the environment to support children's interests. This helps children to become deeply involved in their learning. Children remain highly focused, even when they encounter challenges. For example, young children explore ways of building towers with blocks. When the towers fall, they find new ways of building them as high as possible. Staff have strong relationships with parents, overall. They use a range of methods to communicate with them and share children's achievements. For example, weekly learning updates help parents to understand how they can support their children at home.

Personal development, behaviour and welfare are good

Children arrive in the setting eager to start playing. They behave well. There is a well-equipped and stimulating environment which helps to support children's engagement in activities. Children have very good relationships with their key workers and other members of staff. For instance, children talk confidently about what they are making to their key person and make pretend cakes or biscuits for other members of staff. Staff provide invaluable support to children and their families. For example, they give parents advice on how to manage issues, such as toileting. They help parents to get specialist support, when required, and organise meetings and workshops to help them further. Children learn how good hygiene practices promote their good health. For example, they understand that they must wash their hands before snack. They enjoy healthy snacks which help to support their physical health.

Outcomes for children are good

All children, including those in receipt of funding, make good progress. They confidently select resources from other areas of the room to support their play. Children develop good independence skills. They use tools and materials with good control. For example, they use scissors to cut ferns safely. Children develop a good range of skills which prepare them well for school, or nursery, when the time comes.

Setting details

Unique reference number	EY388660
Local authority	Gateshead
Inspection number	1093732
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	20
Number of children on roll	30
Name of registered person	Rowlands Gill Under Fives
Registered person unique reference number	RP525303
Date of previous inspection	25 June 2015
Telephone number	07816 210 675

Rowlands Gill Under Fives registered in 2009. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 and above. The nursery opens Monday to Friday during term time only. Sessions are from 9am until 12pm, Monday to Friday and 12.10pm until 3.10pm on Tuesday, Wednesday and Thursday. Full day provision is also available from Tuesday to Thursday from 9am until 3.10pm. The nursery provides funded education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

