

Romanby Pre-School & The Cabin Crew Out of School Club



ROMANBY PRIMARY SCHOOL THE CLOSE, NORTHALLERTON, NORTH YORKSHIRE DL7 8BL

Inspection date	12 March 2019
Previous inspection date	27 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- The quality of teaching is consistently good and sometimes outstanding. Staff use accurate observations of children's learning to identify their next steps and support their continued development. Staff provide children with opportunities to investigate as they explore with magnets and discover how they attract and oppose.
- The manager recognises the importance of continually reflecting on the service and further developing practice. He seeks the views of parents, children and staff to support this process effectively.
- Children demonstrate that they are extremely confident and happy. They develop strong attachments to staff, who are very caring and attentive to their needs and support their emotional well-being superbly well. Staff are excellent role models. They offer frequent praise to children and encourage them to be friendly, kind and considerate of each other.
- Overall, staff work well to involve parents in all aspects of the pre-school. They actively seek their feedback and use this to introduce relevant improvements. Parents comment that they are supported very well to further promote their children's learning at home.
- Staff build on children's communication and language skills well. They engage them in discussion and conversation. They ask questions that encourage children to think, and listen closely to their responses.
- When children first start at the pre-school, staff do not always gather precise information about children's progress to enable them to plan effectively from the outset.
- Performance management systems do not always fully support staff to share good practice to strengthen the quality of teaching to an even higher level.

What the setting needs to do to improve further

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

- strengthen partnerships with parents even further and gather precise information about children's learning and development when they first start at the setting
- enhance performance management systems to enable staff to share good practice to continually raise the quality of teaching to an even higher 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 pre-school manager.
- The inspector held a meeting with the pre-school manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with parents during the inspection and took account of their views.

Inspector

Eileen Grimes

Inspection findings

Effectiveness of leadership and management is good

The management, committee and staff work well as a cohesive team. They are dedicated to the care of children and successfully support their learning and development. A good key-person and buddy system ensures that parents and children feel reassured, and know who to contact for support. Recruitment procedures are rigorous. A thorough induction programme helps new staff to understand the policies, procedures and daily routines. Parents know they are welcome in the pre-school at any time to discuss their children's progress. Safeguarding is effective. Staff receive regular safeguarding training and know how to protect children in their care. They understand their responsibilities to observe and record any concerns and know how to report them when necessary.

Quality of teaching, learning and assessment is good

Staff interact well with children as they play. They make effective use of questioning techniques to develop children's understanding. For example, children are excited as they use their imagination while playing with pretend fire engines and a fire station. They predict how they will climb the pole and how many firefighters will be required for the fire engine. Mathematical skills are well promoted. For instance, as children play with dice, staff encourage them to independently count the dots and match them with the numbers on the board. Children delight when they recognise familiar numbers and enjoy working together cooperatively.

Personal development, behaviour and welfare are outstanding

Children are extremely happy in their surroundings and thoroughly enjoy their play and interactions with staff. Children's physical well-being is promoted very well. Children learn to comfortably balance along low beams and crates. They practise a wide range of skills in the well-resourced garden where they learn to ride bicycles with care, then easily manoeuvre these up and down ramps with high levels of confidence. Children show an excellent understanding of hygiene routines as they prepare for mealtimes. Snack time is a social occasion and staff talk to children about the benefits of healthy eating. Staff provide children with very clear guidance and simple explanations to support them to understand good behavioural boundaries.

Outcomes for children are good

Children make good progress and are prepared well for their move to school. They are confident writers. They understand that marks have meaning and frequently attempt to write their name on their drawings. Children work well independently and when playing in group situations. They recognise the need to share and take turns when playing together, for example, in the home corner. Children learn how to use numbers in everyday situations and show that they understand the basic concept of number, shape, space and measure. Children enjoy looking at books, indoors and outdoors, and benefit from reciting familiar stories with their friends.

Setting details

Unique reference number	EY285600
Local authority	North Yorkshire
Inspection number	10071077
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 11
Total number of places	35
Number of children on roll	164
Name of registered person	Romanby Pre School Committee
Registered person unique reference number	RP518642
Date of previous inspection	27 March 2015
Telephone number	01609 778352

Romanby Pre-School & The Cabin Crew Out of School Club registered in 2004. The setting employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above, including two with qualified teacher status. The pre-school operates from Monday to Friday during term time only. Sessions are from 9am until midday and 12.15pm until 3.15pm. The out-of-school club operates from Monday to Friday during term time and school holidays. Sessions are from 7.30am until 8.55am and 3.25pm until 6pm during term time, and from 7.30am until 6pm during school holidays. The pre-school provides funded early education for two-, three- and four-year-old children.

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