

Rowans Preschool & Lunch Club



Waterside Academy, Rowan, Welwyn Garden City, Hertfordshire AL7 1NZ

Inspection date	9 July 2019
Previous inspection date	3 February 2016

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider and deputy manager work well together and are committed to continually improve the provision. They carefully consider and then evaluate their plans for development. For example, the newly improved induction pack for staff who join the team ensures that they have a clear understanding of the expectations of their role.
- The deputy manager effectively monitors children's overall progress. She has devised a detailed system to track children's development, identify gaps in their achievement and implement interventions to swiftly address these. Children have already made a noticeable improvement with their speech and language skills.
- Staff provide children with good explanations to improve their learning. For example, children observe the effects of exercise on their bodies. They listen intently as staff teach them that their bodies get warmer and their hearts beat faster because the blood is pumping around their body.
- The effective key-person system and settling-in arrangements promote children's well-being. Key staff gather detailed information from parents about each child when they start. This helps them to tailor children's care from the outset and support them to build secure attachments.
- Parents are very happy with the care the pre-school staff provide. They say their children become excited when it is time to attend and they often refer to the staff as their best friends.
- The supervision arrangements in place for staff do not always fully support them to develop their practice to the highest possible level.
- The provider has not fully explored the opportunities for children to learn about the cultures and traditions of other communities and families.

What the setting needs to do to improve further

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

- enhance the arrangements for the supervision of staff in order to more precisely identify areas for professional development
- provide even more opportunities for children to fully embrace the experiences of communities and families beyond their own.

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. She held a brief discussion with the headteacher of the on-site academy.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the pre-school provider and the deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. For example, the strict procedures in place for visitors to the academy mean the premises remain secure. The robust staff recruitment process ensures the suitability of all adults who work with children. The provider has established an effective two-way flow of communication with the academy headteacher and other key staff. This enables her to take a consistent approach to the support they provide for children who attend both settings. In addition, they work together to swiftly address any potential safeguarding concerns. The provider and deputy manager are currently considering further ways to enhance their communication with parents. They aim to build even further on their good partnerships.

Quality of teaching, learning and assessment is good

The qualified team of staff use effective methods of observation and assessment. This helps them to identify and plan for children's next steps in learning. For example, staff provide children with cotton buds to use in painting activities and encourage them to use tweezers to pick out their snacks. This helps children to develop their small-muscle control. Staff demonstrate the different ways resources can be used. They encourage children to use sponges and small plastic bricks to paint, experiment with colour and make marks. Children show good levels of concentration and imagination as they create their chosen designs. Staff listen carefully to children's ideas and provide them with support as they need it. For instance, they help to paint children's fingers and palms when they express a wish to form hand prints.

Personal development, behaviour and welfare are good

The environment is organised well and staff are deployed effectively. This enables children to make choices about where they wish to play. For example, throughout the session, children have the freedom to move between the indoor and outdoor areas. They choose from the stimulating range of activities on offer. Staff provide children with clear guidance about what is acceptable behaviour. For instance, they gently remind them to use their walking feet when they come indoors. Staff monitor the lunches children bring from home and provide them with a range of nutritious snacks during each session. They teach children that too much sugar in their diet is not good for their teeth. These are some of the ways staff help to promote children's understanding of a healthy lifestyle.

Outcomes for children are good

Children make good progress from their starting point assessment. They show an interest in other children's play, learn to take turns and share the available resources. Children follow instructions well and show the physical agility to move in a range of ways. For example, during an action song, they stretch up high, wiggle their hips and change the direction that they move. Children gain essential skills they require to help to prepare them for their future learning.

Setting details

Unique reference number	EY234457
Local authority	Hertfordshire
Inspection number	10063685
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	25
Number of children on roll	20
Name of registered person	Rowans Preschool & Lunch Club Committee
Registered person unique reference number	RP902105
Date of previous inspection	3 February 2016
Telephone number	07934 272 006

Rowans Preschool & Lunch Club registered in 2002 and operates from a classroom within Waterside Academy. The pre-school employs five members of childcare staff. All hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from midday until 3pm. There is also a lunch-club facility from midday until 12.30pm for children who attend the academy pre-school and nursery. The pre-school provides funded early education for two-, three- and four-year-old children.

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