

# Inspection of Boomerang Pre-School

Holy Trinity Rosehill Primary School, Upsall Grove, Stockton-on-Tees, Cleveland  
TS19 7QU

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Inspection date:

11 December 2019

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Not applicable

## What is it like to attend this early years setting?

### The provision requires improvement

Children enter the pre-school happily and are eager to join in with activities. Staff have a generally good understanding of how children learn. They accurately assess children's development and plan activities that are intended to help children to build on what they know and can do. However, teaching is not consistently effective. Staff's expectations for children's behaviour are not high enough. Children become restless and disrupt one another's learning. Boundaries are not consistent and staff do not teach them well enough about how to behave appropriately in pre-school.

Parents are happy with the care and learning that children experience. They feel very informed about children's learning and say that staff provide everything they look for in a childcare setting. Staff work well together as a team and are happy in their role. They are attentive and kind to children which helps them to feel safe and secure. The provider has not ensured that all members of the management committee are known to Ofsted. The impact on children's welfare is not significant. This is because other suitability checks have been carried out and these people do not have contact with children.

### What does the early years setting do well and what does it need to do better?

- The provider has not ensured that Ofsted are aware of all individuals involved in the management of the pre-school, which is a legal requirement. However, checks, including a police check with the Disclosure and Barring Service, have been completed for all members of the committee. This helps to ensure that they are suitable for their role and to keep children safe.
- Staff do not manage children's behaviour consistently. Some children misbehave and others are easily distracted. Therefore, not all children benefit enough from staff's generally good plans for their learning. Staff do not ensure that all children listen and pay attention, most notably during group activities.
- Some children enjoy joining in with activities, such as song time. They sing and copy actions. Children learn about rhythm, for example, as they play instruments along to music.
- There are many opportunities in the pre-school for children to develop their literacy skills. For example, there are clip boards in the construction area and staff encourage them to draw plans for their buildings. Staff provide a variety of reading materials, such as books, brochures and catalogues, to help children to become familiar with letters in print.
- Staff consider children's interests when planning for their learning. For example, they have extended the construction area to support children who have a great interest in brick play and building.
- Children develop some good skills in mathematics. Staff pose questions and

problems when working with children in small groups. They encourage children to work things out for themselves. For example, while threading, children work out how many more they need to add to make five.

- Staff continue with their professional development and talk to one another about their practice to look for ways to improve. However, this has not identified the weaknesses in teaching at times when children do not engage in their learning.
- Children benefit from exercise and fresh air, for example, while they play in the garden. They climb steps on the slide and ride bicycles. Children enjoy fruit and water at snack time and are aware of hygiene routines, such as handwashing. This helps to promote their good health.
- Staff help children to develop some self-care skills. For example, children hang up their coats and put their lunch boxes on a trolley when they finish eating.
- Partnerships with other settings that children attend are developing. Staff have formed good relationships with other people in the community that help children to learn about the world around them. For example, they join activities in the local school and church.
- Parents appreciate how staff can be flexible to meet their needs. Children can attend pre-school on days and at times that suit the family. This makes it easier for children to access the hours of nursery education they are entitled to.

## Safeguarding

The arrangements for safeguarding are effective.

Staff recruitment procedures are robust. Managers complete thorough checks that help to ensure that staff are suitable for their role. This supports children's safety in pre-school. Staff have a good understanding of the kinds of abuse children can suffer from. They know about the signs and symptoms that may indicate that a child is at risk from harm. Child protection procedures are clear and are shared with staff and parents. Staff know what to do if they are concerned about a child's welfare. Staff hold paediatric first-aid qualifications. This helps them to know how to manage children's accidents and illnesses effectively.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
ensure that there is a full understanding of the changes to be notified to Ofsted. This includes changes to the individuals on the management committee	31/12/2019
ensure that children's good behaviour is promoted consistently.	31/12/2019

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

- minimise the times when children become restless and disrupt others, for example, by helping children to develop good listening and attention skills
- use self-evaluation more effectively to identify and address weaknesses in teaching, particularly during group activities.

## Setting details

<b>Unique reference number</b>	EY551907
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10130829
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 3
<b>Total number of places</b>	28
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Holy Trinity/Rosehill Out of School Club Committee
<b>Registered person unique reference number</b>	RP905290
<b>Telephone number</b>	01642 570102
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Boomerang Pre-School registered in 2017. It operates from a building in the grounds of Holy Trinity Rosehill Primary School. There are nine staff who work with children. Of these, five hold relevant qualifications at level 3 or above and three hold qualifications at level 2. The pre-school opens from 9am to 3pm, Monday to Friday, term time only. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Clare Wilkins

## Inspection activities

- Staff showed the inspector around the pre-school and talked about how they support children's learning.
- The inspector observed staff's teaching and assessed the impact on children's learning and development.
- The inspector carried out two joint observations with the manager and deputy manager.
- The inspector had discussions with the chair of the management committee, manager and deputy manager at appropriate times during the inspection. She also spoke to other staff, children and a number of parents.
- The inspector looked at a range of documents, such as evidence of the suitability checks carried out on staff and committee members.

We carried out this inspection 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.

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