

# Inspection of Rowanfield Children's Centre Nursery

Rowanfield Children's Centre, Alstone Lane, Cheltenham GL51 8HY

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Inspection date: 24 June 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Outstanding

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

### **The provision is good**

Children are happy and confident learners. Nurturing staff use sensitive interactions and form strong bonds with children. This helps children feel safe, secure and eager to learn. Children speak proudly about the things they can do at the setting. For instance, while drawing, they say, 'This is the crazy frog. He's got two feet like me!' Staff offer a range of activities which inspire children to explore. For example, children show curiosity when exploring ice. They learn new concepts and words as staff talk to the children about how the ice melts. Children behave well. Staff teach them to play cooperatively with their friends, and children respond positively to staff's requests. For instance, children work together to help to tidy away the toys.

Staff have high expectations of what children can achieve. All children, including those with special educational needs and/or disabilities (SEND), make good progress. Furthermore, staff use additional funding effectively to maximise outcomes for disadvantaged children. Staff learn about the experiences of children at home and plan the environment to broaden these at the setting. For example, some children live in flats and do not have gardens. Staff have used funding to enhance the outdoor area so that all children can benefit from rich outdoor learning experiences.

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

- The manager meets with staff regularly. She monitors their performance and discusses their roles with them, both as a team and individually. Staff are encouraged to attend both mandatory training and training to help them further support children. Managers and staff are aware of the potential impact the COVID-19 pandemic may have had on children. They have undertaken research to explore this and to help inform provision for children in the future.
- Partnerships with parents and other professionals are very effective. Staff regularly meet with parents to discuss children's progress. They invite parents in for regular 'stay-and-play' sessions. Parents say that this helps them to understand what their children do at the setting and how they learn. Parents' comments about staff reflect the trusting relationships they have with them. Some parents describe the staff team as a 'support network'. Staff have good relationships with school staff. They share important information to ensure children going to school have a smooth transition.
- Staff are dedicated to meeting the needs of children with SEND. They liaise with other professionals and parents to agree effective targets for children. Staff focus their teaching to help minimise gaps in children's progress. They use strategies such as choosing boards to help non-verbal children express what they would like play with. However, there is scope for staff to expand upon these strategies. This would help children with communication difficulties to

express themselves even more.

- Knowledgeable staff provide a broad curriculum which they tailor to children's needs and interests. They have clear intentions of what they want children to learn. Staff ensure activities incorporate many areas of learning and help children to gain key skills and knowledge. For example, older children enjoy games that require them to use listening, attention and thinking skills. Younger children delight in joining in with the words of familiar stories, which helps to develop their vocabulary and love of books.
- Staff are positive role models. They provide children with lots of praise and guidance. As a result, children's behaviour is good. Staff teach children to consider the needs of others and how to take turns. However, some adult-led activities can be too long for younger children, including lunchtimes. Staff ask younger children to sit and wait for longer than they are able. This can lead them to become disengaged, which can cause disruption.
- Staff encourage children to lead healthy lifestyles. They teach children about healthy food choices and where their food comes from. Children help to grow fruit and vegetables in the garden. Staff talk to children about the effects of healthy food on their body. For instance, they explain that vegetables 'help to fight off germs' and that food gives them energy. Children have plenty of opportunities to develop their physical skills. These include strengthening arm muscles when stirring 'potions' and balancing on stepping stones.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are fully aware of their roles and responsibilities to protect children in their care from harm. Managers and staff undertake regular safeguarding training to help them recognise the signs and symptoms of when a child may be at risk of abuse. Staff know the reporting procedures should they become concerned about the welfare of a child. They are aware of a wide range of safeguarding issues, such as how children may become subject to extreme or radical views. Staff know the actions to take should they become concerned about the conduct of a colleague.

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

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

- review the organisation of adult-led activities, including lunchtimes, to minimise sitting and waiting times for young children
- build on strategies to support children to communicate their needs, particularly those with SEND and those who have difficulty communicating, to help them express themselves independently and be understood by others.

## Setting details

<b>Unique reference number</b>	EY474927
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10126122
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	77
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Aspire Foundation
<b>Registered person unique reference number</b>	RP533459
<b>Telephone number</b>	01242524584
<b>Date of previous inspection</b>	18 July 2016

## Information about this early years setting

Rowanfield Children's Centre Nursery registered in 2014. The nursery is situated in premises adjoining Rowanfield Infant School. Sessions run Monday to Friday, from 8.45am to 11.45pm and 12.30pm to 3.30pm, during school terms. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 14 staff employed, the majority of whom hold appropriate qualifications in childcare.

## Information about this inspection

### Inspector

Michelle Grayling

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to parents and took their views into consideration.
- Discussions were held between managers and the inspector to evaluate the leadership and management of the setting.
- The inspector and a manager carried out a joint observation of staff teaching and evaluated it together.
- The manager led the inspector on a learning walk and discussed how they organise the curriculum.

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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