

Inspection of Rolleston Kindergarten

4 The Lawns, Rolleston-on-Dove, Burton-on-Trent, Staffordshire DE13 9BZ

Inspection date: 18 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are warmly greeted by the caring staff and are eager to start their day at the kindergarten. They quickly settle in the well-planned environment that is set up to meet the needs and interests of the children. Relationships between staff and children are strong, and new children settle in quickly and grow in confidence. Children who arrive upset receive plenty of cuddles and reassurance from the caring staff throughout the day.

Children are confident in their play and direct their own learning. They decide what they want to play with and whether they would like to be indoors or outdoors. Staff are positive role models, and children giggle with delight as they join their play. For example, when children explore the dressing table, they invite staff to brush hair with them. Staff allow children to take the lead in their learning and suggest ideas to extend their thinking. Children enjoy their time outside and excitedly say 'outside, outside' when it is time to go outside after lunch. Children demonstrate good physical ability as they roll and move balls along tubes, climb and crawl through tunnels, and explore digging in the sand area. Staff have high expectations of all children. They talk to children in a calm manner and support their social and emotional needs effectively. Children learn to share resources fairly and take turns. They are kind and considerate towards each other and behave well.

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

- The manager is committed to providing the best possible care and education for all children. The manager is dedicated to continuous improvement and has a clear understanding of the kindergarten's strengths and areas for development.
- Together, the staff team and leaders have devised a broad and balanced curriculum. It builds on children's current knowledge and is closely linked to the learning needs and interests of the children. Staff regularly observe children in their play. This ensures that gaps in children's learning are identified early and addressed.
- Children enjoy the newly made sandpit. They confidently take off their own shoes and socks. They bury their feet into the sand and use spades to scoop and fill up buckets. This promotes early mathematical concepts such as 'full' and 'empty'. Children take it in turns and build mounds of sand which they proudly show to the staff. Children are confident communicators.
- The support for children with special educational needs and/or disabilities (SEND) is strong and consistent. The special educational needs coordinator (SENCo) works closely with staff to ensure that children with SEND receive targeted support at the earliest opportunity. The SENCo works closely with parents and other professionals. For example, they facilitate regular visits from a variety of agencies, who come out to provide further support for SEND children

and their key person. Children with SEND are making good levels of progress from their starting points.

- Equality and diversity are threaded through all activities in the kindergarten. Children feel valued and learn to respect each other.
- Partnerships with parents and carers are effective. Parents feed back that staff offer a wide range of information about their children which they can build on at home. They feel children are loved and cared for. Parents praise the 'family feel' of the kindergarten and value the 'kindness' and 'commitment' of the staff team.
- Staff work in very close partnership with schools to create a smooth transition for children as they start school. They go on walks to the schools, collect older siblings and use the school grounds to play in.
- Children enjoy the freedom to explore the environment, both outdoors and indoors, and choose where they would like to play and what with. Staff are well deployed to meet the needs of the children during free play. However, the organisation of transition times for children is not as well planned as it could be. For example, the transition from tidying up to snack time for children is too long, and children sit for an extended period of time, which does not maintain their interest. This results in some children being disengaged from their learning.
- Leaders work alongside their team. They constantly observe the quality of teaching delivered. Staff feel well supported to extend their knowledge and gain further qualifications to support children within their care. Leaders are aware of the demands on the staff and ensure that they have time to complete paperwork. This supports staff's well-being.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are given the highest priority. The manager and staff have secure, solid and up-to-date knowledge of safeguarding and child protection. Staff are confident in recognising the signs of abuse. They know the procedures to follow to report a concern, including if they need to make a referral or speak to another professional about their manager or colleague. Regular risk assessments are carried out and changes made to ensure all aspects of safety. Suitable recruitment procedures are in place to ensure that all people working with children are suitable to do so. In addition, staff carry out mandatory training, such as first aid.

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 transition times, particularly after tidy-up and snack time, to maximise children's learning.

Setting details

Unique reference number	2642795
Local authority	Staffordshire
Inspection number	10295753
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 at time of inspection	2 to 8
Total number of places	20
Number of children on roll	38
Name of registered person	Underwood, Rebecca
Registered person unique reference number	2642793
Telephone number	01283813299
Date of previous inspection	Not applicable

Information about this early years setting

Rolleston Kindergarten registered in 2021 and is located in Burton-on-Trent. The kindergarten operates from 8am to 5.30pm, Monday to Friday, during term time, excluding bank holidays. The kindergarten employs four members of childcare staff and the manager, all of whom hold appropriate early years qualifications. The kindergarten provides funded early education for two-, three- and four-year-old children. The kindergarten offers before- and after-school care and some holiday provision.

Information about this inspection

Inspector

Alexandra Beardmore

Inspection activities

- This was the first routine inspection the kindergarten 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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the kindergarten.
- The SENCo spoke to the inspector about how they support children with SEND.

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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