

Inspection of Rossington Early Learners LTD (Holmesarr)

Holmesarr Centre, Grange Lane, Doncaster DN11 0LP

Inspection date: 13 December 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive in the care of the dedicated staff team. They are settled and extremely confident. Staff have high expectations for all children's behaviour. They teach children to show kindness and are excellent role models. Staff encourage children to share their toys and carefully intervene when some children struggle with this. Staff form positive relationships with children and their families. This helps children to feel safe and secure.

Staff place a focus on supporting children's communication and language in the setting's curriculum and ethos. Children enthusiastically join in with the story of 'We're Going on a Bear Hunt' outside. Staff encourage children to use their imaginations as they navigate obstacles to reach the bear. Children laugh and have great fun as they continue recalling and acting out the story, building on their language and vocabulary. Children cuddle up with staff to read their favourite book. They join in eagerly when they sing action rhymes. Staff display photos of themselves and children's families. They encourage children to talk about themselves and each other. This helps to promote children's sense of belonging and self-esteem.

Staff support children's physical development very well. They provide a wealth of opportunities for children to be physically active in the large outdoor area. Children take and manage risks as they move wooden logs or use tools in the allotment. They make wonderful progress with their physical skills.

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

- Leaders implement a curriculum that teaches children the skills and knowledge for their next stage in education. They follow children's interests during activities. However, leaders have not consistently considered how staff can broaden children's view of the world and provide new learning opportunities that will spark children's curiosity and promote new learning interests.
- Children help themselves to quality resources from accessible units. They confidently initiate their own play and are constantly busy, showing an enthusiasm to learn. For example, children bath and dry dolls, demonstrating tenderness. They develop their fine motor skills as they carefully dress the dolls. Children make good progress in their learning and development.
- Staff are skilful in their interactions and engage children in meaningful conversations. They have a clear understanding about how children develop their conversational skills and introduce some new words to increase their vocabulary. For example, when supporting children's creative development, staff talk about the different textures, such as 'spiky', 'smooth' and 'rough'. Children confidently describe their Christmas decorations at home using words such as

'baubles' and 'tinsel'. Children develop good speech and language skills.

- The support for children with a special educational needs and/or disabilities (SEND) is exceptional. This is due to the outstanding work of the special educational needs coordinator (SENCo) and the staff team. The SENCo works tirelessly to ensure that children's needs are met immediately. She supports parents in any way she can. The SENCo ensures that children's targets are in place. She celebrates and encourages any achievements that children make.
- Leaders make sure that any additional funding is used to enhance children's learning experiences. This enables staff to spend effective time with children to build on what they already know to enhance and deepen their learning. Staff use regular assessments of children's learning to identify that all children, including children with SEND, make wonderful progress in their learning and development.
- Staff promote children's good health well. They provide healthy meals and snacks, and children learn about different fruits and vegetables. Children learn about what is healthy to eat and how to care for themselves. For example, they learn good hygiene routines, such as washing their hands before meals.
- Leaders understand staff's work demands and are supportive of their well-being. They have regular meetings to ensure that concerns are shared quickly. Leaders identify staff's training needs and put their requests for training in place swiftly. This builds on staffs skills and knowledge.
- Parents praise the staff team and express how happy their children are to attend the nursery. Staff regularly share information regarding children's progress and ideas for home learning. Parents comment that staff are very approachable, friendly and have a positive relationship with their children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to keep children safe in their care. They complete thorough risk assessments prior to children arriving, particularly in the outdoor area. Staff review safeguarding records, such as accident forms and pre-existing injury records, to identify any possible issues. Staff have a clear understanding of the signs and symptoms that may indicate a child could be at risk of harm, including from radicalisation and extremism. Leaders have clear procedures in place to report any child protection matters or concerns about a member of staff. This keeps children safe and secure.

What does the setting need to do to improve?

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

- extend children's learning opportunities to spark their interests in new learning experiences to further develop their skills and knowledge.

Setting details

Unique reference number	EY473825
Local authority	Doncaster
Inspection number	10301304
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	32
Name of registered person	Rossington Early Learners Limited
Registered person unique reference number	RP531094
Telephone number	01302354546
Date of previous inspection	11 January 2018

Information about this early years setting

Rossington Early Learners LTD (Holmesarr) registered in 2013 and is located in Doncaster. The nursery employs five members of childcare staff. Of these, all staff hold an appropriate early years qualification. The setting has one early years apprentice. It opens from Monday to Friday, during term time. Sessions are from 8.55am until 3.10pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- This was the first inspection the setting 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 setting.
- The manager and the inspector completed a learning walk together to understand how the early years setting and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the setting with the inspector.
- A meeting was held with the manager. This included a review of relevant documentation, including staff's suitability and training.

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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