

# Inspection of Rowlands Gill Under Fives

Rowlands Gill Primary School, Dominies Close, ROWLANDS GILL, Tyne and Wear  
NE39 2PP

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Inspection date: 5 March 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is outstanding**

Children benefit greatly from the exceptional level of care that staff provide for them and their families. They thrive in the warm and nurturing setting. They are happy and safe. There are exceptionally positive relationships between staff and children.

Children demonstrate high levels of independence. They make their own choices about the activities they would like to engage in and the resources they would like to use. They become absorbed in their learning, whether this be by themselves, with other children, or with a guiding adult supporting them. Children demonstrate confidence to problem solve. For example, when using a hole punch, children carefully use the tool, remembering and repeating what they have been shown. Children take pride in what they do and celebrate their achievements.

Behaviour is exemplary. Children are keen to persevere with a task until they get it right. They are excited to learn new skills, such as using scissors and how to use shapes to create patterns. Children form strong friendships, and they care greatly for one another. For example, a child carefully draws a picture and announces that the picture is for her best friend to make her happy. Staff teach children to regulate their behaviour and feelings through focused activities, such as encouraging periods of slowing down and experiencing 'stillness' and practising 'breathing'.

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

- Leaders are passionate that all children and families receive the best care that they can provide. Whatever children's starting points are, they are exceptionally well supported in their learning and play by staff who have a deep understanding of the needs of young children. The curriculum is planned effectively around children's spontaneous interest and experiences. Staff build on and extend children's learning as they invest ample time in getting to know the children. As a result, children are exceptionally well prepared for the next stage of their education.
- The support provided by leaders and staff for children with special educational needs and/or disabilities is exceptional. They provide sensitive, nurturing, personalised, and highly effective support. They are relentlessly proactive as they liaise closely with parents and seek advice and help from other professionals.
- Children's early communication and language skills are given the highest priority. Staff expertly listen to children as they talk and purposefully extend their vocabulary. Staff know that this repetition of key words supports children to learn and remember more. They skilfully weave in new words to extend children's vocabulary. Children use words, such as 'twirl, gooey' and 'sticky' to

describe the dough.

- Children show a love of books. The enjoyment of reading and storytelling is a prominent feature in the setting. Children gravitate towards adults to listen to a story, often initiating storytelling by taking a book to an adult to share with them and their friends.
- Children have lots of opportunities to test out what they have learned in mathematics. Staff talk about number, shapes and measures naturally when they join children in their play. Children readily join in number songs and confidently use number in their play with other children.
- Children develop the confidence to take, and manage, their own risks when playing. They show high levels of resilience during their everyday play. For example, children challenge themselves to climb the ladders and hang from the monkey bars. They competently weave the balance bike around the open space avoiding their friends and other objects. All the time they are gently encouraged by the staff, who work with them to manage risk and stay safe.
- Excellent opportunities are in place to support staff to continue their own professional development. The manager is proactive in seeking out new and exciting initiatives that will help to enhance their knowledge and ultimately outcomes for children. Staff understand their roles and speak with genuine enthusiasm about their time at work.
- Partnerships with parents are exceptional. Staff carry out home visits to meet with parents at the start and to gather extensive information about children's interests, backgrounds and development. This helps them to meet children's individual needs from the beginning. Daily verbal handovers, online updates and regular meetings, ensure a thorough, two-way flow of information about children's care and development. Parents praise staff for 'going above and beyond' with the care and support that both they and their children receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	EY388660
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	10317000
<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 3
<b>Total number of places</b>	20
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Rowlands Gill Under Fives
<b>Registered person unique reference number</b>	RP525303
<b>Telephone number</b>	07816 210 675
<b>Date of previous inspection</b>	2 May 2018

## Information about this early years setting

Rowlands Gill Under Fives registered in 2009. The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications at levels 3 and above. The setting opens Monday to Friday during term time only. Sessions are from 8.50am until 11.50pm, and 12 midday until 3pm. The setting provides funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Janet Fairhurst

## 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 carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke with parents during the inspection and took account of their views.

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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