

Rowhedge Under 5's

Rowhedge Village Hall, Rectory Road, Colchester, Essex, CO5 7HR



Inspection date	18 October 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff make effective use of observation and assessments. They draw on the expertise of outside professionals, which helps them to plan effective support for individual children. All children, including those who have special educational needs and/or disabilities, make good progress given their starting points.
- Staff work closely with parents to help them feel highly involved in the setting and their children's learning. For example, staff provide a recipe and ingredients to inspire parents to make a nutritious vegetable soup with their children at home.
- Younger children experience a very smooth transition when it is time for them to move into a new room within the setting. Staff gradually involve them in activities alongside the older children to help them feel confident and reassured in the new environment.
- Children's behaviour is remarkably good. Staff have high expectations. They provide consistent guidance and praise to help children understand what is expected of them.
- Partnerships with the host primary school are particularly supportive in helping to prepare children emotionally for starting school. For example, children participate in school events, which helps them to feel at ease in the school environment.

It is not yet outstanding because:

- Systems for monitoring and evaluating staff practice are not fully incisive to help identify aspects of good teaching that can be enhanced even further.
- On occasion, staff do not give children enough opportunities to think and respond to questions to promote speech and language skills to the highest levels.

What the setting needs to do to improve further

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

- focus more precisely on enhancing the range of teaching skills used by staff through more incisive monitoring of practice
- enhance the good teaching skills further, giving children more opportunities to think and respond to questions and building even further on their language and communication skills to enable them to make rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times throughout 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 to a number of parents during the inspection and took account of their views.

Inspector

Sarah Clements

Inspection findings

Effectiveness of the leadership and management is good

The newly appointed manager has worked hard to maintain the high-quality provision for children. Staff, parents and children are encouraged to share their views and these are reflected in the improvements made to the provision. For example, following feedback from staff, a second playroom was utilised to better meet the physical and emotional needs of the two-year-old children. Several staff are working towards higher qualifications. They often share their new knowledge with the existing staff to enrich their understanding further. Safeguarding is effective. Staff are alert to signs that a child may be at risk. They often refresh their knowledge of safeguarding procedures at staff meetings and in discussions at the end of the session. They are fully committed to reporting concerns about a child's welfare to the relevant professionals without delay.

Quality of teaching, learning and assessment is good

Staff plan tailored support to help children catch up quickly when gaps are identified in their learning. They skilfully offer a variety of well-resourced activities which helps to foster children's interests and motivation to learn. For example, an array of real traffic cones, road signs and safety vests are provided in the outdoor area to help enrich children's imaginative ideas. Children spend long periods looking at books and enjoy sharing these with others. Staff skilfully draw their attention to the finer details in the pictures, which helps to deepen their understanding of the stories they listen to. Staff place a strong focus on encouraging younger children to acquire good physical skills. For example, they create parking bays to help two-year-old children develop their skills in steering and controlling ride-on toys.

Personal development, behaviour and welfare are good

Children demonstrate that they feel very comfortable with their key person, with whom they build a strong bond. Staff have a clear understanding of each child's needs. For example, staff offer an initial visit to each child's home and get to know the child in familiar surroundings. Staff support children effectively in learning how to behave well and keep themselves safe. They provide challenging physical activities which help children to be mindful of risks. For example, staff encourage children to think about how to land safely when jumping from a higher platform on the climbing frame. Staff teach children healthy practices. Children know where to find tissues to wipe their noses and explain to others that they must put the used tissues into the bin.

Outcomes for children are good

Children are keen to explore and discover new things. They actively gain skills that prepare them well for starting school. Children show good levels of independence and are keen to do things for themselves. In particular, children who have special educational needs and/or disabilities make great gains in their personal development. For example, they often feel reassured enough to overcome their apprehension about using the toilet for the first time. Older children are developing good literacy skills. They learn to recognise their full name in print when self-registering at the beginning of the session.

Setting details

Unique reference number	EY489490
Local authority	Essex
Inspection number	1015040
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	37
Name of registered person	Rowhedge Under 5's CIO
Registered person unique reference number	RP534607
Date of previous inspection	Not applicable
Telephone number	01206 729042

Rowhedge Under 5's re-registered in 2015 following a change in legal entity. The setting employs nine members of childcare staff. Of these, six hold an appropriate early years qualification at level 3 or above. The setting opens from Monday to Friday during term time. Sessions are from 9am to midday, with an additional afternoon session on Thursday from midday to 3pm. The setting provides funded early education for two-, three- and four-year-old children.

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