

Rolleston Kindergarten

Rolleston Kindergarten, 4 The Lawns, Rolleston-on-Dove, BURTON-ON-TRENT,
Staffordshire, DE13 9BZ



Inspection date

8 March 2017

Previous inspection date

15 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children make very good progress in developing their early literacy skills. Staff are highly effective in motivating children's interest and recognition of the sounds letters make and how these go together to make words.
- Staff continually talk to children as they play. They extend children's vocabulary effectively. Staff encourage and support children to think and to express their thoughts and feelings.
- Children develop good levels of curiosity in the world around them. They enjoy exploring and investigating their local community. They experiment and test their ideas using the wide range of media and materials provided.
- When children's development and progress is not what is expected for their age, staff are effective in helping them to catch up with their peers.
- The management team is highly qualified and experienced. They share good practice and provide support, guidance and coaching to staff to help them develop additional knowledge and skills.

It is not yet outstanding because:

- Staff do not focus their teaching enough on helping children to initiate conversations with each other and to play and work together as a team.
- Staff have not established strong enough partnerships with parents of children who are new to the kindergarten. They do not do as much as possible to work collaboratively with parents, in order to help new children settle in quickly.

What the setting needs to do to improve further

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

- give children more support to learn how to initiate conversations with each other and to play and work together as a team
- work more effectively with parents to ensure children are fully supported to make the move from home to kindergarten happily.

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 with staff and children during the inspection.
- The inspector completed a joint observation with the kindergarten manager.
- The inspector held a meeting with the management team. They looked at relevant documentation and evidence of the suitability of staff working in the kindergarten.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Christine Armstrong

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Risk assessments are undertaken and regularly reviewed so that all necessary steps are taken to keep children safe. Recruitment and ongoing staff suitability checks help to ensure all adults are suitable to work with children. Managers and staff undertake training that extends their knowledge of child protection. Staff have a strong understanding of their roles and responsibilities to protect the children in their care. Managers are reflective practitioners who are always seeking to improve practice and outcomes for children. Children's progress is monitored and this information is used well to identify areas for improvement in teaching. This has recently resulted in staff increasing their focus on helping children to develop their understanding of the world and interest in numbers and shape. Staff are very effective in helping parents to support their children's learning at home. The well-established partnerships with other professionals and local schools contribute to improving outcomes for children.

Quality of teaching, learning and assessment is good

Staff are skilful teachers. They provide clear explanations and demonstrations that help children develop new skills, interests and understanding. Staff help children to become motivated learners who enjoy taking part in all activities. Children like to learn new things and demonstrate what they know. They enjoy communicating with adults. They share their thinking as they answer questions posed to them by staff. Children confidently talk to visitors and explain what they have been doing and learning. Children enjoy taking part in a wide range of stimulating topics which is well planned to support their interests and to extend what they know and can do.

Personal development, behaviour and welfare are good

Staff respond sensitively to children when they go to them for support and comfort. Staff are good role models who help children to learn good behaviour. They give children lots of encouragement and praise to celebrate their efforts and achievements. Staff help children to develop their independence and to understand and follow safety rules, both indoors and outdoors. Children take part in a variety of activities that helps them to recognise and value differences in themselves and others. Staff work well with parents to provide care plans for children who have any additional medical requirements.

Outcomes for children are good

Children are developing the skills they need to be ready for school when the time comes. They develop good speaking skills. They follow instructions and listen attentively when spoken to by staff. Older children recognise the beginning and end sounds in words. Younger children enjoy matching the sounds they hear to the correct musical instrument. They make marks for a purpose, such as labelling their work to represent their name. Children solve simple problems using number, shape and measure as they play and during daily routines, such as snack and lunchtime. Children are inquisitive. They like finding out how things work. Children enjoy challenging their bodies to move in different ways as they take part in daily music and movement sessions.

Setting details

Unique reference number	EY455237
Local authority	Staffordshire
Inspection number	1066442
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	31
Name of registered person	Rolleston Kindergarten Partnership
Registered person unique reference number	RP904268
Date of previous inspection	15 April 2013
Telephone number	01283 813299

Rolleston Kindergarten was registered in 2012. The kindergarten employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one holds early years qualifications at level 2 and the manager has early years professional status. The kindergarten opens from Monday to Friday, all year round. Sessions are from 9am until 4pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

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