

# Rollesby Primary School and Nursery

Main Road, Rollesby, Great Yarmouth, Norfolk, NR29 5EH



<b>Inspection date</b>	29 January 2015
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The nursery's management team is highly effective in driving improvement. Staff demonstrate a strong commitment towards achieving excellence in all areas.
- The quality of teaching across the nursery is outstanding. As a result, children are motivated and eager to learn. They are supported very well to make rapid progress in their learning and development.
- Staff have an extremely good understanding of how children learn. They plan and provide an exceptionally high-quality learning experience for all children.
- The nursery management team monitors the learning and development requirements exceptionally well. This ensures that any gaps in children's learning are quickly identified and any necessary interventions are sought.
- Children's language and communication skills are given high priority. Staff encourage children in conversation, helping them to develop their vocabulary and become skilful communicators.
- Children are extremely happy and settled in this warm and welcoming nursery. They form exceptionally secure emotional attachments to staff.
- The key-person system is implemented exceptionally well, to ensure that each child's individual care and learning needs are recognised and precisely met.
- Partnerships with parents are highly effective as staff are committed to working together with them. This supports all parents to remain actively engaged in their children's learning in the nursery and at home.

## What the setting needs to do to improve further

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

- provide further support to students, through coaching, mentoring and providing instruction about how to manage activities that they lead.

### Inspection activities

- The inspector observed activities in the nursery classroom and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery manager and the nominated person.
- The inspector checked evidence of the suitability staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector spoke to parents.

### Inspector

Jacqueline Mason

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Staff have a clear understanding of how children learn. They provide a rich, varied and imaginative educational programme that meets the unique needs of every child. Children are eager to learn and they develop skills needed for the next stage in their learning. Teaching is of a consistently high quality and children have exemplary support to develop literacy and communication skills. Children with speech and language delays are supported exceptionally well by staff, through a programme of one-to-one support. Children are supported extremely well to develop their interest in mathematics. Outdoor play is encouraged and children move freely between indoor and outdoor spaces, where they are able to access all areas of learning. This ensures that those who learn best from being outdoors are able to do. Staff work in close partnership with parents and implement a highly effective shared approach to meet children's individual learning needs.

### **The contribution of the early years provision to the well-being of children is outstanding**

Children benefit from a wide range of play materials to support their learning and development. The thoughtfully planned classroom and garden create enabling environments for all ages of children, to promote independence and to engage them in purposeful play. Children are supported exceptionally well, to develop the skills which helps them embrace new experiences with confidence and be well prepared for the next stage in their learning. Exceptionally good settling-in processes for new children supports them to be happy and settled. The extremely close links with the primary school supports a seamless transfer to the reception class. The key-person system is highly effective. Home visits enable parents to contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress. Children are kept safe and behave well. Staff are secure in their knowledge of child protection procedures.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

Staff are highly motivated and enthusiastic. They are led by a management team that is committed to promoting an exceptionally high-quality care and learning experience for all children. Thorough analysis of assessment information means any potential learning needs are quickly identified and effectively managed. Monitoring of all aspects of practice is rigorous, leading to exceptional practice and continuous improvement. Managers monitor staff closely, through regular supervision and peer-to-peer observations. This ensures a high level of consistency of practice and an exceptionally good range of activities that challenge children. Managers recognise that they could do more to mentor students and provide more thorough instruction before asking them to carry out activities. Staff model exceptionally good practice and students respond well to this.

## Setting details

<b>Unique reference number</b>	EY288245
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	856316
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Rollesby Primary School and Nursery Governing Body
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01493 740270

Rollesby Primary School and Nursery was registered in 2005. It is open, from Monday to Friday during school term times. Main nursery sessions are, from 9am to 12 noon and from 12.30pm to 3.30pm. Wrap-around care is available, between 8am and 9am and from 3.30pm to 4pm. Children are able to stay all day and have lunch, between 12noon and 12.30pm. The nursery provides funded early education for two-, three- and four-year-old children. There are 10 staff who work with the children, of whom four work regularly in the nursery. Three of the four main staff have a level 3 qualification and the manager has Qualified Teacher Status.

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