

# Rosehill Nursery Limited

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY264756
<b>Inspection date</b>	13 March 2008
<b>Inspector</b>	Judith, Mary Horsfall
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Rosehill Nursery is run by an individual and was first registered in 2004. The nursery operates from six rooms in purpose built premises on two levels with good disabled person's access and facilities. There is also a training unit used by Bolton Community College and students from the childcare courses have placements in the nursery. The property is situated on the main road in Burnden, close to the centre of Bolton, Lancashire. A maximum of 90 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 19.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 103 children aged from birth to under five years on roll, some of who attend on a part time basis. Of these, 19 children receive funding for early education. Children mainly come from a local catchment area. The nursery currently supports a number of children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 28 staff working with the children, 25 of whom hold appropriate early years qualifications, and there are three apprentices working towards a qualification. There is

also a cook and several domestic staff. The nursery has Investors in People status and holds the Quality Counts quality assurance from the National Day Nurseries Association.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children stay healthy because practitioners are active in following appropriate health and hygiene guidelines, policies and procedures, such as reminding children to flush the toilets and wash their hands at appropriate times during the day. Children are beginning to learn about healthy lifestyles and say that good food, such as fruit, goes 'straight to my muscles'. Children are actively involved in a current healthy lifestyles project where they are eating new foods, learning to brush their teeth and creating pictures about tooth care. Parents are invited to get involved in this work with handouts and posters promoting good health readily displayed.

Children are generally well protected in cases of accidents or illness because there is a well stocked first aid kit and 20 members of staff hold current first aid certificates. Comprehensive health and sickness policies are broadly well implemented. Consent, accident and medication forms are maintained, ensuring children are well protected, with the exception of the use of verbal consent to administer non-prescription medication, when written consent must be obtained on each occasion.

Children enjoy regular access to the outdoor play area joining in a wide range of activities which promotes their physical development, for example, playing ball and cycling. Children rest in the quiet areas in accordance with their individual sleep patterns and in consultation with parents. Children are well nourished and choose from a wide range of varied, healthy snacks and meals provided throughout the day, including vegetarian options. Individual dietary needs are discussed with parents at admission, recorded and compiled with throughout. Children learn about healthy eating through discussions and activities, such as baking with staff, and are beginning to ask their parents for healthy food at home. Children can access drinking water at all times, contributing to their good health and well-being.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a secure and child friendly environment. They are greeted by name by staff and feel part of the nursery as they each have their own named coat pegs and drawer for personal possessions. The two storey building is fully accessible to disabled people and there is a large lift to the first floor. Children are generally able to play safely and independently, moving with confidence both indoors and outdoors. However, some areas present hazards to the children, these include sharp edges on a piece of play equipment, gaps in netting from first floor balcony, outdoor litter and insecure doors to rooms, such as the utility area. The staff are mostly vigilant and offer appropriate supervision as children play, such as reminding them not to walk around whilst eating.

Children benefit from a varied range of readily available resources which broadly meet their needs. Indoor toys are generally clean and well maintained. Resources are mainly well organised and easily accessible to the children, promoting choice and independence. However, there are few day to day, real life resources for the children to play with, which restricts their learning

opportunities in this area. Children's art work is attractively displayed and they proudly show visitors their colourful, well labelled pictures.

Children's welfare is well safeguarded because members of staff have a good understanding child protection procedures. Staff are very knowledgeable about local authority safeguarding children guidelines, having been on suitable training and relevant telephone numbers are available for appropriate agencies.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at the setting because they are well supported by attentive staff in their in their play and activities. Keyworkers help the children settle, and smooth their transition from one room to another as they make progress. Staff are broadly effective in making sure activities are enjoyable, stimulating and matched to the children's needs and interests. They closely observe children's involvement in focused activities and spontaneous play and make good use of the information gained to plan stimulating and challenging activities for the under three year olds. Caring, sensitive staff show offer plentiful praise for children's efforts and achievements.

Throughout the setting, children follow the positive role models of staff members and generally co-operate well together. Children are encouraged to be independent as members of staff offer them help to carry out basic tasks, such as sticking pictures on the wall and giving them choices of which potty to use. Children broadly make skilful use of the wide range of toys and play equipment available to them. For example, babies relish banging on pans with wooden spoons and take great delight in making loud noise with the implements.

A varied programme includes regular visits from the mobile library and walks to the aquarium and local parks where the children are beginning to learn about their local community. Staff are very alert to the babies demeanour and offer prompt comfort as soon as babies show signs of discomfort. Detailed plans and active use of the 'Birth to three matters' framework ensure that individual younger children's progress is recorded and acted upon to inform the next steps of progress. For example, two to three year olds spent a week on creating their own books which include a wide array of creative art works and these have been laminated to keep as a permanent play resource.

### **Nursery Education**

The quality of teaching and learning is satisfactory, with the children making adequate progress towards the Early Learning Goals. Staff have an inconsistent knowledge and understanding of the Foundation Stage as they have not undertaken detailed training in this area. This results in planning and observation methods being limited and not recording steps to move the children onto the next area of learning.

Children benefit from some opportunities to recognise letters and words. For example, they are beginning to understand and recognise some words in a matching game and take books home to read with parents. Opportunities to read the letters of the alphabet are limited as there are no displays showing the alphabet in the main teaching room. Children have restricted access to mark making resources. For example, paper is stored at the opposite side of the room to writing implements and there are no mark making facilities in areas, such as the home corner and book area.

Mathematical development is limited because children do not have access to resources, such as scales and calculators. Images of numerals are restricted and there are no displays showing numbers to reinforce children's learning. Children join in mathematical activities, such as at story time, and are beginning to use language, such as 'big' and 'smaller'.

Children enjoy physical activities and are currently exploring different ways of moving their bodies by attending physical education lessons and regularly playing outdoors each day. Children are learning to take some responsibility for their own personal care needs. For example, they access the toilet and wash their hands after using the toilet. As part of a current project they are learning about dental hygiene and brush their teeth after meals. Children can help themselves to drinks of water and after snack and meals they rinse their own dishes and help in wiping the tables. Children are given options as to whether they wish to sleep or not and their wishes are respected.

Children are developing a knowledge and understanding of the wider world as they participate in visiting local facilities. The children use the computer with confidence and this is a popular learning resource. However, the children have few opportunities to play with real, everyday objects which limits their experiences in this area. Children have access to a broad range of creative arts and crafts materials and enjoy making new art work which they demonstrate with pride. Children are developing a wide repertoire of favourite stories and action songs which they join in with relish.

### **Helping children make a positive contribution**

The provision is good.

There are strong systems in place to support children with learning difficulties and disabilities. The setting has comprehensive policies which are actively implemented to ensure all children are treated and valued equally as individuals. The nursery confidently contacts external agencies to achieve the best support for individual children, working in partnership with parents.

A key member of staff is designated to liaise with children, parents, carers and other professionals. Children benefit from the broad range of information available to parents from specific leaflets about child centred medical conditions to a newsletter updating them on the setting's activities. Parents are very positive in their views saying they are highly pleased with the friendly staff and caring environment. The children's behaviour is managed effectively and supported by a clear policy, with staff acting as positive role models. Children are polite, caring and considerate of others around them. The staff use appropriate strategies to promote positive behaviour, such as smiles and frequent words of encouragement and praise. Children are encouraged to take responsibility for their own behaviour and are supported in resolving conflicts amongst themselves. Children learn effectively about the world around them through planned activities and having positive images of different people in society around the building.

Partnership with parents of children receiving funded education is satisfactory. Parents say the staff are very approachable and there is a monthly newsletter to update parents on current issues. However, systems are not adequately embedded to ensure parents receive timely information about the Foundation Stage curriculum and their children's educational progress. For example, children have been taught the curriculum for two to three months before they are given any information about their children's educational development. Links between the setting and the home are extended by activities, such as taking home reading books.

Children's social, moral, cultural and spiritual development are fostered. For example, they are learning about other cultures and are beginning to take care of each other, apologising and saying sorry when they upset each other.

## **Organisation**

The organisation is good.

Children are cared for in a supportive environment by a suitably qualified staff who have all undertaken the necessary checks and clearances. A well implemented induction procedure ensures staff are familiar with issues, such as food hygiene and health and safety. The well organised and trained staff team actively promote children's welfare and play. They have a good knowledge of child development and ensure that children enjoy their time at the setting. Creative use of space and resources allows children to move freely, making choices and decisions. As a consequence, children confidently initiate their own play and show good levels of independence.

Thoroughly maintained records and documentation are of a high standard. Detailed policies and procedures are in place and available to parents, which promotes children's welfare. Children are relaxed, happy and well occupied, broadly enjoying the activities they engage in. There is a teaching unit incorporated into the nursery building and childcare students are on placement in the nursery.

Leadership and management of nursery education is satisfactory. Recent changes of personnel have resulted in inconsistent systems to monitor and evaluate the quality of teaching and learning. This impedes children's progress towards the early learning goals as staff are not fully assessing the teaching and learning. The managers have identified areas of strengths and weaknesses and are embedding methods to improve planning and evidence gathering.

Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the previous inspection three recommendations were raised. These related to recording the children's times of attendance, ensuring children have access to drinking water at all times and fire drill procedures. All of these issues have been fully addressed, improving the safety and well-being of the children.

## **Complaints since the last inspection**

Since the last inspection<sup>1</sup> April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- minimise risks to children particularly in relation to netting on the balcony, sharp edges on toys, outdoor litter and security of rooms not used by children
- develop natural, everyday objects throughout the nursery which reflect children's home life
- review medication procedures to ensure prior written consent is obtained on every occasion medicine is administered.

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- establish and implement systems to monitor and evaluate teaching and learning
- ensure observation records and targets are regularly completed and used to inform planning and to move individual children forward through the stepping stones
- ensure parents are informed of Foundation Stage curriculum as their children enter the preschool
- increase opportunities for writing for a purpose and developing mathematical concepts throughout the preschool

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)