

# Rosebuds Nursery

Inspection report for early years provision

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**Unique reference number** EY296149  
**Inspection date** 15/11/2011  
**Inspector** Sheila Riddall-Leech

**Setting address** Surestart Ashton, Rosehill Centre, Rose Hill Road, Ashton-under-Lyne, Lancashire, OL6 8YG

**Telephone number** 01613433592

**Email**

**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Rosebuds Nursery is run by Rosebuds Childcare Limited and was registered in 2005. The setting operates from rooms within Ashton Sure Start Children's Centre and from the school hall and library of Rosehill Methodist Primary School in the Ashton-under-Lyne area of Tameside. Children have access to a secure enclosed outdoor play area. The setting is open Monday to Friday from 7.30am to 6pm all year round except Bank Holidays and one week at Christmas. Out of school care is provided for children attending the school from 7.30am to 8.45am and from 3.15pm to 6pm during term time and during school holidays from 7.30am to 6pm. The setting serves the local and surrounding areas and children attend for a variety of sessions.

A maximum of 60 children aged from birth to under eight years may attend the setting at any one time, and of these, not more than 18 may be under 2 years. The setting also offers care to children aged eight years to 11 years. There are currently 132 children on roll. Of these, 92 are under eight years and of these 72 are within the early years age range. Of these, 21 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are 18 members of staff who care for the children in the nursery, including the manager. Of these, one holds a qualification at level 4, 11 hold a qualification at level 3, three hold a qualification at level 2 and there are three apprentices, all in early years. Of these, two are currently working towards a foundation degree in early childhood studies. There are four staff working in the out of school provision; three hold early years or playwork qualifications to at least level 2 and one is unqualified. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and cared for in an inclusive and relaxed environment. Overall, routines, activities and a good range of age appropriate resources effectively supports children's learning and development. Good relationships with parents, carers and other early years professionals benefit the children. Children's individual welfare needs are effectively met although children's awareness of their own safety is limited. The setting shows a good capacity to improve overall, as systems to monitor and evaluate the service are firmly in place.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- extend opportunities to support children to keep themselves safe and learn how to recognise and avoid possible dangers
- review routines to ensure that all areas of the environment are consistently accessible to every child so that they can learn independently and follow their own interests.

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

Children are well protected as staff have a secure understanding of the safeguarding policy and procedures and know how to refer concerns to the relevant agency if required. This helps to protect children from harm and neglect. There is a clear recruitment policy in place, which ensures all staff who are employed are vetted for their suitability and undergo a thorough induction process. Children are further protected as detailed annual and ongoing risk assessments are conducted which ensures that they are able to play in a safe and secure environment. An accurate record of individuals coming into contact with the children is maintained as visitors are required to sign in and out.

Staff have a comprehensive understanding of how to support children with special educational needs and/or disabilities and those who speak English as a second language. They support and promote inclusive practice by ensuring that all children are warmly welcomed and encouraged to participate in activities. Staff value and respect children's differing backgrounds and abilities. They provide a good range of resources and experiences across all areas of learning. However, due to the organisation of daily routines not all areas of the environment are consistently accessible to every child so that they can learn independently and follow their own interests.

The staff team work effectively together and demonstrate a good commitment to driving improvement as they evaluate the service and set priorities for future development. Outcomes for children have improved as recommendations from the last inspection have been met in full. Children benefit as staff form very positive relationships with parents and carers. Verbal exchanges of information at the end of each session, communication books and pre-arranged meetings help to keep parents and carers well informed and promote continuity of care. Good and effective links have been established with other professionals and early years settings which supports children's education, welfare and care.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and well settled in the setting and their personal, social and emotional development is fostered well. They form trusting relationships with the adults and are developing good friendships with each other. Overall, children have access to a good range of resources and planned activities. They engage in mark making activities and develop and refine their pencil control as they colour and

draw. Children have many opportunities to relax and listen to stories in a comfy book area. Their dexterity and creativity are effectively promoted as they make shapes and models from dough and explore the texture and taste of custard powder and water or mashed potato. Children develop their imaginations as they happily use role play resources to pretend to be Santa's helpers and use large construction blocks to make a sleigh. Their mathematical awareness is developing well as they complete jigsaw puzzles, sing number rhymes and discuss the different size and shape of Santa's presents. Children's physical development is well supported through frequent opportunities to engage in vigorous activity outside and through weekly 'Stretch and grow' sessions. Children are skilful communicators as they learn to negotiate and play together harmoniously sharing equipment fairly and taking turns. Skills for the future are supported well as children access and explore a good range of programmable resources and computers.

The extent to which children adopt healthy lifestyles is good. They thoroughly enjoy the outside areas which provide good opportunities for them to develop coordination and control of their bodies as they have fun. They enjoy running around and playing with balls and hoops in the fresh air. Children are provided with good healthy and nutritious meals which are cooked on site using fresh produce. Fresh water is available at all times ensuring that children remain hydrated. Children have good opportunities to practice self-help skills as they are actively encouraged to be independent in personal hygiene, care and at meal times. For example, they are encouraged to serve themselves at lunch time. Children are developing a satisfactory sense of safety. They practice the emergency evacuation procedure regularly ensuring they know and understand what to do in the event of a fire. However, opportunities to support children to be aware of how to keep themselves safe and learn to recognise and avoid possible dangers is less well developed.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met