

Rosemellin Gooseberry Bush Day Nursery

Inspection report for early years provision

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Inspector

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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

Rosemellin Gooseberry Bush Day Nursery is a well-established provision, which registered in the current premises in 2002. The setting operates from a purpose-built nursery unit. It is situated adjacent to Rosemellin School, in Camborne, Cornwall. A maximum of 114 children may attend the nursery and out of school club at any one time. The nursery is open six days a week from 7.30am to 6.30pm all year round. Children share access to several secure enclosed outdoor play areas. As a charity the nursery is run by a group of trustees who also oversee the children's centre. Both the nursery and Rosemellin Children's Centre are managed on a daily basis by the manager who works with the other children's centres in Camborne. It provides opportunities for local families to receive support and advice from a variety of local sources. It provides opportunities for local families to receive support and advice from a variety of local sources.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 176 children aged from birth to under eight years on roll, of whom 121 are in the early years age group. Of these, 47 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with special educational needs and/or disabilities.

There are 34 members of staff, of whom 33 have early years qualifications to a NVQ level 3. Of these, three have achieved Early Years Professional Status. One member of staff is qualified to a NVQ level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A knowledgeable and capable staff team meet children's individual needs well. Partnerships with parents and other practitioners is a particular strength of the setting. As a result, children benefit from very good levels of support. Children make good levels of progress because of skilful practitioners, creative use of resources and highly effective assessment systems. The nursery environment is welcoming and generally visually stimulating. The setting demonstrates a good capacity to improve. They have implemented effective systems for self-evaluation to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- enhance the nursery environment further, to provide pictures or photographs of things associated with regular routines and visual images that challenge

children's thinking and help them to embrace differences.

The effectiveness of leadership and management of the early years provision

Health and safety are given a high priority. Staff understand their roles and responsibilities in following the detailed policies and procedures that underpin robust safeguarding practices at the nursery. Comprehensive risk assessments and daily checks by staff contribute to maintaining a safe and secure environment for children. The setting uses effective systems to monitor the ongoing suitability of care for children. Staff are deployed well and meet the required ratios. They are highly attentive and meet children's individual care needs promptly. The nursery has made good levels of progress since the last inspection. Good systems for self-evaluation are in place. Parents, children and staff are fully involved in contributing to this process. The setting demonstrate an ability to monitor their provision successfully to identify appropriate areas for future development, such as the increased use of Makaton. Staff attend regular and relevant training events to extend their knowledge and skills further. The nursery uses the spacious premises well and each group of children have large play areas in which they can move safely and confidently. A good range of high quality resources is easily accessible to children, which promotes their independence. The nursery environment is well organised and images and resources in the nursery are generally used effectively. However, there are insufficient visual images, which depict familiar daily routines and diversity.

Staff know children's individual needs and backgrounds well. This allows them to take positive steps to ensure that all can join in and reach their full potential. There are effective systems in place to support children with special educational needs and/or disabilities. The nursery has established extremely positive relationships with parents. Attendance is high at activities such as baby massage, healthy cooking classes and Dad's Saturday workshops. Parents are warmly welcomed into the setting and have regular discussions with staff about their children's care and learning. Good levels of information sharing contribute to consistent care for the children. The nursery has effective systems in place to support children with special educational needs and/or disabilities. Displays and information are readily available in the entrance foyer and staff quickly reassure parents about any concerns they may have. Parents give very positive feedback about the staff and the quality of care they provide. Staff conduct regular observations and assess the current abilities of each child, in order to plan future activities and challenges for children. They send learning resources home with children to provide opportunities for shared learning. They have established solid links with other providers of the Early Years Foundation Stage, in order to provide consistency between settings. Exceptionally effective links with local primary schools ensure children's smooth transition onto school life. The nursery works highly effectively with agencies such as the local authority and Children's Centre practitioners. This means that there is a fully shared approach to children's care and learning.

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

Children are very settled, happy and busy. They have formed strong and trusting relationships with adults and other children. The nursery promotes a caring ethos and helps children to learn important skills for the future. Children enter the setting enthusiastically and separate from their parent easily. They follow the good examples set by staff and are polite, kind and helpful. They demonstrate good social skills and are well mannered. They self-select favourite toys from a wide range of resources, which are attractively stored within easy reach. There is a balance of both natural and synthetic materials. Children enjoy playing alone and in small groups. Babies babble happily and use facial expression, body language and eye contact effectively to communicate their needs. Older children communicate confidently through their rapidly emerging vocabulary. Some older children can competently write their name and most understand that print carries meaning. Children enjoy free access to a good range of books for personal enjoyment and for reference. They are developing their numeracy skills as they sort and match coloured blocks, count during daily routine activities and successfully complete increasingly complex puzzles.

Good opportunities to celebrate Cornish culture and other cultures enhance children's knowledge and understanding of the world. A local artist is currently installing a sculpture of a Cornish Tin Mine in the sensory garden. Children participate in the local Trevithick Day celebrations and explore Chinese New Year and Divali celebrations. However, children's awareness of people's differences could be improved through the use of visual aids. Children express their creativity through a good range of craft activities. They particularly enjoy whole group singing time and are confident to join-in with the actions. Children are developing their skills for the future as they listen well and show good levels of concentration. They are competent in their use of interactive and programmable toys and equipment. Children display good social skills. Older children help to set out and tidy away toys, resources and equipment. They take responsibility for caring for each other and their environment. They share, negotiate and cooperate successfully to maintain harmonious play. Most children are clearly familiar with routine activities, but babies do not currently benefit from a visual reference of the daily routine, in order to enhance their sense of belonging and with which to monitor the passing of time.

Children are learning about how to maintain their own good health. Babies are encouraged to sleep outside in the fresh air whenever the weather permits and parents are in agreement with this practice. Large, traditional prams offer comfortable sleeping positions. Staff check sleeping babies very regularly and are quick to identify and meet children's individual care needs. As a result, children have developed a sound sense of security. Effective hygiene routines, such as regular hand washing and nose blowing, promotes good health. Food is healthy and nutritious. Staff promote social skills during snack and meal times. Children are growing their own fruit and vegetables in the garden. They also benefit from free use of the outdoors for fresh air and physical exercise. Children feel safe at the nursery as they are cared for by familiar staff who know them exceptionally

well. Daily discussion includes opportunities to develop their awareness of staying safe when using the outdoor environment and handling small tools. Children also participate in regular fire drills. There is evidence that children are making good levels of progress during their time at the setting.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of the setting's engagement with parents and carers	1

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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