

Rosehill Nursery Limited

Inspection report for early years provision

Unique reference number

EY264756

Inspection date

24/02/2012

Inspector

Linda Shore

Setting address

160 Manchester Road, Bolton, Lancashire, BL2 1HE

Telephone number

01204 525354

Email

jane@rosehillnursery.co.uk

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Rosehill Nursery Ltd has been operational since 2004. It is privately owned and operates from a purpose built building in Burnden near the centre of Bolton, Lancashire. The nursery serves the local area and has strong links with the local community. There are fully enclosed areas available for outdoor play.

The nursery opens Monday to Friday all year round. The setting operates from 7am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 90 children may attend the nursery at any one time, all, of whom all may be on the Early Years Register. There are currently 84 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three and four-year-olds. It supports children with special educational needs.

The nursery employs 21 members of childcare staff, including one apprentice. All other staff hold appropriate early years qualifications to at least level 3 with the manager and pre-school manager currently working towards a degree. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development as staff have an effective understanding of the Early Years Foundation Stage. Children's safety is of high importance and they are safeguarded well. Self-evaluation is developing effectively addressing targets for immediate improvement and the setting has a good capacity to maintain continuous improvement. Partnership with parents and others are excellent and have a positive impact on outcomes for children, particularly those with special educational needs. Children's health and well-being is well supported, however, children do not always have the opportunity to develop their independence during meal times. The required documentation is in place and implemented effectively.

What steps need to be taken to improve provision further?

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

- further lead and encourage a culture of reflective practice and self-evaluation to identify the long term priorities for future development
- explore and develop further opportunities to promote children's independence, this is with regards to serving themselves at all meal times.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well and protected in the setting. Staff have a very good knowledge and understanding of the possible signs of abuse and know the correct reporting procedures to follow if they have any concerns about a child. Robust recruitment procedures are followed; all staff have been appropriately vetted and are well qualified professionals. Comprehensive risk assessments ensure risks are effectively minimised and that children play in a safe and secure environment within the setting and on external excursions.

Effective methods for self-evaluation are in place; consequently the setting is making good progress and further improving outcomes for children. However this does not always identify long term goals. Staff are encouraged to develop their skills and knowledge by increasing their qualifications or attending training on a variety of topics, for example safeguarding. The vision of the nursery is shared and staff are included and given responsibilities for different areas, for example, room managers take responsibility for resources and planning to bring about significantly enhanced opportunities for children. Resources are deployed well, providing children with an environment in which they have choice and independence in the activities they select. The outdoor environment has been recently upgraded and provides children with a broad range of play and learning opportunities in all weather. This includes digging and planting and a broad range of climbing, balancing and ride on resources.

Excellent partnership working with other professionals, such as local schools, ensures that a coherent approach to children's individual needs is fostered and they are all given opportunities to reach their full potential. Children with special educational needs are extremely well supported by staff who gain all the necessary information to meet their individual needs. Comprehensive information is provided for parents, through newsletters, noticeboards and daily discussion. Partnership with them is highly effective and they have excellent opportunities to be involved in their children's learning and development, for example through photographic contributions of children's home life and the parent feedback board.

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

Staff have a very good knowledge and understanding of the children's individual needs. They provide a stimulating environment where all children are excited and motivated to learn. Observations of children help staff to find out what children can do and these observations are consistently used to plan for children's individual next steps in learning. Children's physical development is well promoted. They competently dance, jump, run, ride and climb. Children develop problem solving skills as they count through daily activities and consolidate concepts such as volume through pouring and measuring in the trough of jellied water.

Children are keen to learn and freely move around selecting activities which

interest them. They develop their imagination well and have lots of opportunities to be creative. They enjoy painting, playing in sand, water and making collages. Young children develop a sense of self and make relationships as they spontaneously cuddle their friends and key person. Older children learn to take responsibility for managing their own needs, accessing toilets and hand washing as required. Communication is fostered very well by staff who talk to children clearly and at their level. They ask open ended questions to stimulate discussion during meal and activity times. Children enjoy books; babies cuddle in for stories and older children recognise letters, displayed at their height. Children have lots of opportunities to learn about the wider world, and different cultural festivals, through artwork and celebration and trips into the local community. For example, walking trips to the parks and pet store and public transport journeys to the museum and hospice.

Children have good opportunities to learn about being healthy. They enjoy a well-balanced diet which is freshly cooked on the premises each day. Healthy snacks are offered, including fruit, however, meal times are not always effectively organised to fully promote children's independence or support them in making healthy choices. They learn the importance of washing as staff talk to them as they wash after toileting and messy play. They have regular access to fresh air in a stimulating outdoor environment with free flow access.

Children feel very safe due to a highly effective key person system. They settle very well and develop secure relationships, confidently approaching staff for a hug, and being happy and smiling. Children are very familiar and comfortable in the environment. They move freely and confidently between activities and know their environment very well. Children learn boundaries and good behaviour through effective behaviour management. They are developing their own sense of self-esteem as they are taught respect for each other and themselves.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----