

# Rosegarth Day Nursery

82 Weston Lane, Southampton, Hampshire, SO19 9HG

<b>Inspection date</b>	23/01/2013
Previous inspection date	06/04/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are happy in the nursery and behave exceptionally well. This is because staff give very good care to each child, and well-established daily routines help children to feel secure and safe.
- Parents are pleased with the nursery's care of their children, describing it as a 'home from home'.
- Overall, children make the progress expected for their different ages and stages of development and older children are satisfactorily prepared for their move to school.

### It is not yet good because

- The observation, planning and assessment process lacks precision. Staff do not assess children's starting points promptly on entry and do not always use observations to plan activities which are matched precisely to what each child needs to learn next.
- Staff do not consistently ask children questions which require them to think creatively and respond fully.
- The staff's skills in teaching older children the sounds that letters make are underdeveloped. This limits older children's development in early reading skills.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector was accompanied by one of Her Majesty's Inspectors who was quality assuring the inspection process.
- The inspector examined a range of documentation, including safeguarding policies, children's records and information for parents.
- The inspector carried out a joint observation with the manager and talked to the staff about their work and children's learning.
- The inspector spoke to parents as they arrived and left the setting with children.

## Inspector

Helen Barter

## Full Report

### Information about the setting

Rosegarth Day Nursery registered in 1997. It is privately owned and operates from four rooms in an extended house in Weston, Southampton. The nursery is close to shops, schools, parks and transport links. The nursery is open each weekday from 8am to 6pm for 48 weeks of the year. All children share access to a secure and enclosed outdoor play area. The nursery is registered on the Early Years Register. There are currently 24 children on roll at the nursery. The setting receives funding for the provision of free early years education for two, three and four year olds. Some of the children receive funding for early

education. Children come from local and surrounding areas and are able to attend for a variety of sessions. The nursery employs four members of staff, three of whom hold appropriate early years qualifications and one who is currently undertaking a level 3 qualification. The setting receives support and advice from the local authority.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the processes to assess children's progress and plan for their individual needs by a) assessing their starting points promptly on entry to the nursery; b) making more regular and precise observations; c) planning purposeful activities matched more precisely to what each child needs to learn next.

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

- help children to build their language and thinking skills by asking them questions which have many possible answers and giving them time to respond
- improve the staff's skills in teaching the sounds that letters make in readiness for older children's next stages of learning.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff record information from parents when children first start at the nursery. This information is used well to get to know the children's routines and personal needs and ensure that they settle quickly on arrival. Children are happy and settled which provides a firm foundation for their future learning and development in the nursery and in readiness for school.

Overall, the processes for planning, observation and assessment are satisfactory. They are sufficient to enable staff to complete the two year old progress check and to engage support from outside agencies where necessary. However, there are some weaknesses which prevent children from making the best possible progress. The manager recognises that children's development stages are not assessed promptly when children start at nursery. This means there is a delay in ensuring that children's individual learning needs are met from the start. Nevertheless, much work has been done to improve the key person system, reducing unnecessary paperwork evaluated by staff as not having impact

on children's learning. Structured weekly planning for each key person is now clearly displayed on the wall, identifying the main themes and key words, and allowing all to add notes about individual children where there are significant moments of learning or concern. Staff now carry out regular observations on individual children and assess their learning against the age bands of the 'Development Matters' guidance. However, these observations are not always fully effective because they do not have a specific focus, such as the next step in developing the youngest children's speech. This reduces the effectiveness with which staff can monitor how well they are improving children's progress. Some staff are not as effective as others in using observations to pinpoint exactly what the child needs to learn next. As a result, planned activities are not always sufficiently tailored to ensure children learn and develop as well as they possibly can.

Staff foster children's love of stories and rhymes, with regular story times at the big story chair, and provide a good range of books that interest children of all ages. Children confidently recount well-known tales and sing songs with hand actions. The manager has obtained a scheme to help children learn about the sounds that letters make. However, staff have not yet had training on this aspect of children's literacy development and are sometimes inconsistent in helping older children to learn initial letter sounds. Staff talk a great deal to the children in all their play, satisfactorily interacting with them to model communication skills and to extend children's vocabulary. However, not all questions help children to think creatively or require them to respond at length to extend their language. Children develop understanding of using numbers in context as staff teach them to count candles on cakes and order numbers in sequence. Staff improve children's language relating to mathematical concepts using key words for the week, such as 'big and little'. Staff used the snowy weather as a good learning opportunity for children to have physical exercise in the fresh air. They explored the texture of snow, built a snowman using tools and learned that snow melts when the temperature rises.

The staff team encourages positive partnerships with parents. Staff talk to parents on a daily basis, offering practical and emotional support where necessary. Parents are very positive about the nursery saying, for example, that their child is, 'very happy and progressing well and talks about the staff at home like they are part of the family'.

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

The nursery is small and has a homely atmosphere which parents value. All children and parents arrive to a warm welcome from staff and each child has their own key person who helps them to settle and feel secure. Staff know the individual children's backgrounds and understand their needs very well. There are very positive relationships in the nursery. All staff have a consistent approach in their expectations for children's behaviour, so children develop a good understanding of what is acceptable. Children play alongside each other and share the toys positively.

The learning environment supports children's all-round development satisfactorily. The staff have worked to improve children's access to all resources and to create a 'free-flow' nursery where children can choose to play with what interests them. The groups are

relatively small and children tend to all play together. The staff sensitively encourage them to different areas to engage in creative activities such as painting and role play with dressing-up clothes and, for older children, to work on adult-led activities such as number sequencing. Children have free access to the secure outdoor play area although this was controlled by staff on the day of the inspection due to the exceptionally cold weather and need to ensure children's health and wellbeing. Children develop their physical skills and enjoy exercise and fresh air, using a range of suitable equipment, such as a climbing frame. Staff supervise carefully on wet areas of the frame but allow children to play independently and manage their own risks.

Most children are able to manage their personal needs independently and staff guide them gently, for example, making sure they wash their hands carefully and wipe their noses. As part of the Healthy Early Years Award scheme, staff have reviewed the menus to improve the quality of the food and reduce portion sizes, recognising that children were becoming lethargic after lunch. Children thoroughly enjoy the healthy snacks and meals provided. Lunchtime is a sociable occasion with all the children sitting together. The youngest children are able to feed themselves independently because they are given the correct size cutlery. On the day of the inspection, children tucked into freshly made pasta bolognese and fruit with evident enjoyment of food which is helping them to learn to eat healthily. Children are visited by class teachers from the primary schools who liaise with the nursery staff to share records. This helps children to prepare for the move to the next stage of their learning.

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

The nursery owner/manager has a sound understanding of her responsibilities to meet the legal requirements of the Early Years Foundation Stage. She ensures that the premises are safe and secure through appropriate risk assessments and daily safety checks. She promotes the staff's understanding of safeguarding procedures by ensuring they attend regular training. She is very familiar with safeguarding procedures and knows how to respond to any concerns. She makes sure that all staff have appropriate background checks so that they are suitable to care for children, and that any students on work placements receive suitable supervision. The safeguarding policy has been updated since the last inspection and meets requirements.

The manager monitors activities satisfactorily to ensure that children make some progress across all areas of learning. She discusses children's individual needs but does not ensure that all staff are fully effective in assessing their key children and identifying their next steps of learning. She is aware of some inconsistencies in practice, such as the use of questioning by some staff, and shows an appropriate understanding of how to address these through support. However, she has not taken effective steps so far to rectify these particular weaknesses, which means that practice is not yet good. The manager is proactive in encouraging staff to gain qualifications and delegates responsibilities according to staff's expertise and interests. This approach has some positive impact on practice and enables staff to move forward in their professional development.

The manager evaluates the quality of the nursery taking into account the views of staff, children and parents where these are available. She has reorganised the layout of the nursery by observing children's use of it which has resulted in children being more engaged in their play and able to choose independently. She demonstrates that there is capacity to sustain improvement through the improvements to the key person system and her identification that this requires further strengthening. The nursery promotes positive partnerships with parents. Staff strive to engage parents in their children's learning through their daily discussions, newsletters, parents' meetings and a display board, such as that currently showing parents the nursery's behaviour management strategies. Children do not attend other early years settings but there are suitable links in place with local schools. There is good liaison with specialist health staff working with children who have special educational needs and/or disabilities to ensure that there is continuity of care and individual health needs are met.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

### Setting details

<b>Unique reference number</b>	131607
<b>Local authority</b>	Southampton
<b>Inspection number</b>	813763
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Kerina McManus
<b>Date of previous inspection</b>	06/04/2010
<b>Telephone number</b>	023 8032 6033

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### Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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