

# Rose Villa Day Nursery

Rose Villa, Church Chare, Whickham, Newcastle upon Tyne, Tyne and Wear, NE16 4JF

<b>Inspection date</b>	22/04/2013
Previous inspection date	10/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
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		2

## The quality and standards of the early years provision

### This provision is good

- Children make good progress in their time at the setting due to the accurate observations and assessment of each child's learning, which successfully identifies and plans for the next steps in their development.
- Children behave well in the nursery due to the successful ways in which practitioners respond to them and the emphasis placed on encouraging good behaviour.
- Successful arrangements for children to move between rooms results in them quickly feeling settled and secure, and some excellent partnership working when children move on to different settings ensures that children's emotional needs are exceptionally well met.
- Children are cared for by knowledgeable practitioners in the nursery who continually update their skills, which improves the development and welfare of the children who attend.
- Highly effective self-evaluation ensures that further improvements focus on issues that benefit the children's welfare, learning and development.

### It is not yet outstanding because

- Less freely accessible natural materials are available for younger children to further encourage their sense of exploration.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in all of the playrooms and outdoors in the garden.
- The inspector spoke to practitioners and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.  
The inspector looked at a selection of children's learning journals, planning documentation, evidence of suitability of practitioners working with the children, a sample of children's records and a selection of the setting's policies.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Julie Larner

## Full Report

### Information about the setting

Rose Villa Day Nursery was registered in 2004 and is on the Early Years Register. It is situated in a detached house in its own grounds in the Whickham area of Newcastle upon Tyne, and is managed by a registered individual. The nursery serves the local area and is accessible to all children. It operates from a several rooms in the premises and there is a fully enclosed area available for outdoor play.

The nursery employs 27 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday all year round, except for Bank Holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 163 children on roll who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-olds.

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

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

- continually provide a range of accessible everyday objects for babies to explore and investigate, such as treasure baskets.

### Inspection judgements

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

Children are making good progress in their time at the setting. Practitioners collect good information from parents when their child first starts to attend about their interests and what they can do. They then use this to plan a range of activities that they know children will enjoy, which helps them settle easily in the nursery. Practitioners consistently observe each child's progress across all areas of learning, and ensure that they successfully use this to challenge and motivate each child in their care. Planning is done on an individual basis. This means that children access activities that continually build on what they know and successfully support them in achieving the next steps in their development.

Children are good communicators. They readily engage in conversations and thrive on telling stories about what they have done. Practitioners encourage their communication skills well by introducing new words and asking questions to encourage children to think about and explain what they are doing. Even the youngest children know how to make their needs known, and responsive practitioners ensure that they both encourage and respect children's choices, which promotes self-confidence. Children explore a wide range

of materials and resources that encourage them to express themselves and learn about the world around them. They enjoy using shakers and assorted musical instruments, and carefully listen to the sounds they make. Most children relish exploring with their senses as they talk to practitioners about how the jelly in the sand tray feels and smells as they fill and empty containers, and older children have fun playing with shaving foam. However, readily accessible natural materials are not always consistently available for babies to encourage exploration and active learning. Children's imagination is successfully promoted with a wide range of interesting real-life resources. Older children are highly skilled at writing their names. They are keen to show what they can do by telling practitioners that they will write on their pictures and receive lots of praise when they accomplish this. The outdoor area provides opportunities for children to refine their mark-making skills as they have great fun using water with brushes and rollers to make patterns and shapes.

Practitioners update parents on a daily basis by talking about things that children have enjoyed and giving them information about how they can extend their child's learning at home through learning opportunities used at nursery, for example, practising phonics. Practitioners work closely with parents to provide them with good quality information about their child's development. Parents are actively encouraged to make contributions in children's daily diaries, and regular parents evenings provide a vital link to enable each child's key person to formally discuss children's progress. This results in good partnership working. Practitioners carefully consider how to prepare children for transitions to school and nursery. They work very closely with providers in the local area and further afield to successfully provide a continuous learning journey for all of the children. A very strong commitment and excellent systems have been developed to ensure that if the nursery cares for children with special educational needs and/or disabilities, they enjoy highly successful transitions when they move to other settings. For example, the child's key person goes to work at the new setting to help ease the transition for the child, with a familiar adult who supports them in the first week.

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

Children have formed very strong bonds with the practitioners who care for them. They eagerly come into the nursery and separate from their parents and carers with ease. The key person system works well and contributes towards practitioners gaining lots of information from parents. All practitioners in the nursery know the children in their groups very well and, therefore, children feel very safe, secure and happy in the nursery. Transitions between rooms are managed very effectively to ensure that children remain settled and comfortable as they move on to the next stage. Practitioners show a strong awareness of how to safeguard the children in their care. They show a secure understanding of child protection issues and ensure their skills in these areas remain current by regular attendance at courses and discussions in team meetings. Practitioners know the children they care for well. They collect information from younger children's parents about comforters and what children like to do before they begin to attend the session, which allows them build up a secure picture of how to meet each child's individual welfare needs.

Children behave well in the nursery. They have learned how to cooperate and share with other children. Practitioners show a good understanding of how to manage behaviour and take account of children's differing stages of development to help extend their understanding about why they should not do certain things. This results in children being aware of boundaries and how their behaviour can affect others. Older children thoroughly relish the opportunity to take responsibility for appropriate tasks. They eagerly set the tables for lunch and speedily put away their cutlery and plates after they have finished. Practitioners provide children with lots of verbal praise for their efforts and achievements throughout the sessions. This results in raising children's self-esteem. Children are proud of their achievements and this is celebrated in the nursery, and with parents. For example, children are awarded 'star of the week' and join the 'zip club' when they are able to master this skill.

Children relish being outdoors and have daily opportunities to benefit from fresh air. They have good physical skills as they confidently use trikes to pedal around the outdoor area, and enjoy using hoops to roll to each other. Older children are able to extend their physical development by balancing on tyres and negotiating grassed hills. Children have good opportunities to learn about healthy eating. They enjoy conversations where they think about foods that are good and bad for them. Children benefit from a wide range of foods that contribute towards a balanced diet and which also take account of their individual needs.

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

The manager in the nursery shows a strong understanding of her responsibilities of how to meet the requirements of the Early Years Foundation Stage. A high emphasis is placed on ensuring the children remain safe throughout their time in the nursery. Comprehensive risk assessments are conducted on a very regular basis to ensure that children continually remain safe throughout the nursery. The manager shows a clear understanding of how to liaise with other professionals if she has a safeguarding concern, which further protects children's welfare. Robust recruitment and selection procedures ensure that practitioners are safe and suitable to care for the children, and updated checks on a yearly basis assure their continued suitability. Good induction procedures ensure that practitioners have a knowledgeable understanding of their roles and responsibilities, which results in consistent care of the children. A constant focus on seeking further opportunities for relevant training and development ensures that practitioners who care for the children consistently update their skills and knowledge. This, in turn, further benefits the care and development of the children. The manager has developed secure systems to ensure that the educational programmes and children's individual development are successfully monitored. This results in children receiving a broad range of experiences which are suited to their individual development needs to enable them to make good progress in all areas of learning.

The setting continually strives to build upon already good practice. There are secure systems in place which are successful in challenging practitioners to encourage them to continually reflect upon their practice. For example, managers conduct spontaneous quizzes with practitioners to test their knowledge and understanding in different areas.

Self-evaluation is highly successful. Practitioners and users of the setting contribute their ideas as to how improvements can be made, and these are strongly focused on the areas that will bring about the most improvement for children's learning and development. Parents comments are successfully acted upon to ensure they make a valued contribution to the nursery.

Partnerships with parents play a key role in the setting as the manager values the contribution that these make to each child's development and welfare. Parents are complimentary about the nursery and the practitioners who care for their children. The manager has highly effective relationships with other professionals to ensure that early identification of any areas of a child's development is supported successfully. Parents are kept very well informed about what is happening in the setting through a variety of methods, which effectively supports good partnership working.

## 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 action. 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>	EY281429
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	913996
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	92
<b>Number of children on roll</b>	163
<b>Name of provider</b>	Rose Villa Day Nursery Partnership
<b>Date of previous inspection</b>	10/08/2009
<b>Telephone number</b>	0191 4889900

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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, which are usually the childminder's 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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