

# Rosewood Nursery

St James's Hospital, 21 Roseville Road, Harehills, Leeds, West Yorkshire, LS8 5DT

<b>Inspection date</b>	29/08/2013
Previous inspection date	12/04/2010

<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		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Children are not adequately safeguarded in the setting and their learning and development needs are not effectively met. This is because there are not always enough staff present in the setting to adequately meet the staff-to-child ratios.
- Staff have limited knowledge and understanding of how children learn and develop. As a result, children's individual needs are not consistently considered and they are not supported well enough to reach their full potential.
- Children's learning is not effectively supported because staff do not consistently offer a balance of child-initiated and adult-led activities, routinely plan children's next steps or carefully monitor their progress in order to close any emerging gaps in children's learning and development.
- Staff do not fully understand the role of the key person. Consequently, settling children are not always given the best possible start to nursery life.

### It has the following strengths

- Staff listen to parents' views and opinions and value their thoughts on the setting. This creates positive partnerships with parents.
- Children are developing healthy lifestyles because staff understand the importance of providing healthy and nutritious meals and providing ample opportunities for children to exercise.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children in both base rooms and the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held meetings with the manager, deputy manager and several parents.
- A range of documents in each base room were inspected including observations, planning, tracking of children's progress and daily registers.
- The inspector checked evidence of staff suitability, parent questionnaire feedback, staff training certificates, policies, procedures and the setting's self-evaluation documents.

## Inspector

Laura Hoyland

## **Full Report**

### **Information about the setting**

Rosewood Nursery was opened in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three nurseries run by the Leeds Teaching Hospitals NHS Trust, and is situated in purpose-built premises in the Harehills area of Leeds. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting employs 19 members of childcare staff. Of these, 18 hold appropriate early years qualifications to at least level 3, including two members of staff with Early Years Professional Status. In addition, the setting has access to a further team of three staff who hold level 3 qualifications, one of whom also has a degree.

The setting opens Monday to Friday all year round. Sessions are from 7.15am until 6pm. Children attend for a variety of sessions. There are currently 86 children on roll, all of whom are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- ensure staffing arrangements are in place to meet the needs of all children, and ensure that children are adequately supervised at all times
- monitor and coach staff to develop their understanding of the prime and specific areas of learning, in order to support children to reach their full potential
- consider the individual needs and stage of development for each child in order to provide a range of adult-led and child-initiated experiences for all children, and use this information to plan children's next steps and to monitor their individual progress
- ensure all staff understand the role of the key person in order to support children to become familiar with the setting and to create a settled relationship with each child
- ensure that risk assessments identify any areas of the environment that need to be checked on a regular basis, with specific regard to the kitchen door
- ensure that the ratio requirements as specified in the Statutory framework for the Early Years Foundation Stage are met at all times.

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

- strengthen systems for evaluation and monitoring to ensure targets for improvement are identified and prioritised.

**Inspection judgements**

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

Children are not sufficiently supported by staff to make adequate progress in their learning and development. This is because adult-to-child ratios are not maintained for prolonged periods of time, and therefore there are not enough staff to engage in children's play or extend their learning. This also means that there is not a balance of adult-led and child-initiated activities to promote children's learning. In addition, some staff have a limited knowledge and understanding of how children learn and develop. Staff are not confident in their understanding of the seven areas of learning or the importance of planning children's individual next steps. Consequently, children's progress is not closely monitored and emerging gaps in their learning are not targeted in a timely manner.

Opportunities for children to engage in activities and learning opportunities are stronger in the older children's room. For example, staff support children to make sandcastles, experimenting with wet and dry sand to develop their investigative skills, while other staff encourage children to fill a bucket of water using various containers, developing their early mathematical skills. Furthermore, children are split into smaller groups, with some enjoying learning about phonics. However, learning is not planned effectively to ensure all children are making effective progress.

All children are warmly welcomed into the nursery and parents feel included. Children who speak English as an additional language and children with special educational needs and/or disabilities are supported adequately. Individual education plans are in place and parents meet with staff to discuss their children's needs. All parents receive regular newsletters as well as having access to a parent information board to ensure they know about staff changes and planned events. Day trips to the local park are planned to support parents to get to know each other and create a positive partnership between staff and parents. Parents evenings are arranged throughout the year and this means parents can look through children's files and speak to their child's key person about their time in the setting.

The majority of children are confident in the setting and are happy to tell visitors about what they enjoy and important events in their life. For example, children leaving for school discuss their new class and the teacher who will be taking care of them. These children show a good range of independence skills, which will support them well in their transition to their next stage of learning.

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

Some staff have created strong bonds with children and know them very well. They liaise with parents each day and their care is very much appreciated by parents. However, a number of staff do not fully understand the role of the key person and the importance of building strong bonds with children to support them to settle into the setting when they first attend. Additionally, staff do not always help children to familiarise themselves with the surroundings. Furthermore, children who do not make an initial bond with their key person are not allocated the member of staff they have made a bond with. This impacts negatively on their confidence and personal, social and emotional development. Once children have settled and are ready to transition to the next room, staff support them to do this with a gradual settling-in process.

Children's routines are followed reasonably well and for the majority of time by staff. However, when staff are not adequately deployed in the setting or when staff-to-child ratios are not maintained, children's needs are not adequately met. For instance, inquisitive children drink water from the water tray, which has sand and glitter deposited in it, and staff are not vigilant in preventing this. Nappies are changed regularly and children know to wash their hands before meals and after toileting. Staff tend to children promptly following any accidents that occur and complete the required documentation and inform parents promptly.

Children behave well in the setting and have created firm friendships with their peers. They share resources and work together in play to achieve a common goal, for example, when completing jigsaws. Children take turns when using equipment, such as when climbing the steps on the slide and when following each other over the grassy mound in the outside play area. Staff remind children of rules and boundaries, which enables children to manage their own behaviour and to take manageable risks. Children have lots of opportunity to play outdoors, and the large playing space means they are adopting healthy practices as they exercise daily. Furthermore, staff provide balanced and nutritional snacks and meals, and ensure all children's dietary needs and preferences are adhered to.

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

Children are not effectively safeguarded in the setting at all times. This is because the leadership and management team do not ensure there are always enough staff in the setting and that they are deployed effectively to supervise and meet children's needs. Other aspects of safeguarding are adequately managed, for example, staff understand who to contact if they are concerned about a child's welfare because they have all received safeguarding training. This includes understanding what to do if there is an allegation made against a member of staff. All staff have been subject to a rigorous recruitment procedure and are vetted to ensure they are suitable to work with children. Overall, children's safety is maintained; however, the assessment of risk is not always effective because the kitchen door is sometimes propped open and, as a result, children have the opportunity to access the kitchen unsupervised.

The manager has recently been appointed to the setting and has clear plans to drive improvement. However, she has not yet had sufficient time to embed the plans or time to closely evaluate and monitor staff practice. The manager is aware of most of the aspects that require improvement and has a positive attitude to change. Action plans have been put together but these are not yet strongly focused on all areas that require immediate change. Furthermore, recommendations from previous inspections have not been promptly actioned.

Staff training needs are starting to be identified through one-to-one meetings with the manager. Core training, such as safeguarding, health and safety and manual handling, are routinely accessed by all staff to ensure they keep their knowledge up to date. The setting receives support from the local authority and has a positive approach to sourcing support from outside agencies. In addition, partnerships with parents are positive because staff listen to parents' suggestions and regularly source their views through parent questionnaires. A wealth of 'thank you' cards demonstrate parents' appreciation of the staff.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met**

The requirements for the voluntary part of the Childcare Register are

**(with  
actions)**

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure that all necessary steps are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that all necessary steps are taken to minimise any identified risks (voluntary part of the Childcare Register)

## 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>	319354
<b>Local authority</b>	Leeds
<b>Inspection number</b>	915509
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Leeds Teaching Hospital NHS Trust
<b>Date of previous inspection</b>	12/04/2010
<b>Telephone number</b>	0113 2484705

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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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