

Rose Hill Nursery

Rosehill Nursery, Thomas Wall Pavilion, Thomas Wall Park, Green Lane, MORDEN, Surrey, SM4 6SL

Inspection date

03/12/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children play in a stimulating well-organised play environment.
- Children behave well and learn to share and play cooperatively.
- Children access a wide range of resources to support their active learning.
- Staff have experience and work well together as a close team to support children's continuity of care to they feel secure.
- Staff work closely with other agencies to provide timely extra support for children with special educational needs and/or disabilities to meet their needs well.

It is not yet good because

- Staff do not have a good understanding their individual role to protect children.
- Staff do not consistently maintain children's journals and lack a good understanding of the tracking process to provide parents with a clear overview of their children's progress.
- The nursery does not currently include parents' comments or ideas in their self-evaluation to help identify priorities for improvement in the quality of the provision.
- Planning does not incorporate aspects of the natural world of in the winter months to raise children's awareness of what happens to plant life.
- Children lack opportunities to gain experience of how to be safe in their community by

going out for short walks to local shops or parks

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the nursery and had a discussion with the manager about how the setting operates.
- The inspector observed children at play in each of the rooms, both indoors and outdoors, and talked to children and staff.
- The inspector undertook a joint observation with the manager.
- The inspector examined a range of documents and records.

Inspector

Gillian Cubitt

Full report

Information about the setting

Rosehill Day Nursery registered on the Early Years Register and the compulsory part of the Childcare Register in 2013. It is part of a chain of six private day nurseries which operate in the south-east of England. It is located in purpose-built premises in a park near Rosehill, in the London Borough of Sutton. It is close to local amenities and public transport. There is also a car park close by. The nursery serves families from the local community and the surrounding area. It serves the local community.

The premises are made up of two large playrooms, children's toilets, a nappy changing area and enclosed outdoor garden and undercover play area. The nursery opens each weekday for 51 weeks of the year. It is open from 8.30am to 6pm and offers a variety of sessions. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 96 children on roll who attend for a variety of sessions. The nursery is in receipt of funding to provide free early education to children aged two, three and four years.

The nursery employs 16 members of staff who work with the children, including the nursery manager. Of these, 15 hold appropriate early years qualifications. One member of staff holds a degree and Early Years Professional status.

What the setting needs to do to improve further

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

- implement training for all staff so that they are up to date in their knowledge of the issues of child protection and procedures to safeguard children
- improve staff's understanding of how to provide consistency in their assessments for all children to enable staff to keep parents up to date with their child's progress and development.

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

- increase children's appreciation of the natural world, paying particular regard to what happens to nature in winter, for example, by enabling children to care for plants and preparing the soil for growth in the spring
- develop opportunities for parents to make contributions to the nursery's self-evaluation for continued improvement
- further increase children's understanding of safety, for example by introducing short outings to underpin the activities children do in the nursery.

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

Staff have a sound understanding of how young children learn and develop. They provide children with an attractive welcoming play environment where they are able to play according to their interests. Children develop their creative ideas as they step into their adult-free role-play area. Here, they use their imaginations as they dress up in Santa costumes, eagerly chatting with each other while organising furniture and resources to prepare for Christmas. Some staff also skilfully extend children's learning through group activities, although staff are not always proactive in targeting children who do not wish to participate. This means that some children who take advantage of adult-led activities, make better progress than others. Older children learn a range of skills through playing lotto. They develop sound levels of concentration because staff spend time guiding their play as they match animals and insects, counting the squares and describing in detail what they see. Other group activities that involve all children include story times. Staff present these well, which helps children to appreciate and enjoy books. Staff use giant books for toddlers showing that large print has meaning. They sit enthralled as they listen to the story of the shark. Older children also benefit because staff use puppets and dolls to bring the story to life. Music is a positive aspect of this nursery where all staff and children love

to sing songs. This means that children all engage in music and movement helping their physical skills, jumping and clapping to the rhythm while singing. Staff also challenge children with tasks such as putting on a small play for Christmas to present to the parents. Children enthusiastically rise to the occasion with older and more able children showing their skills in remembering lines of their individual roles. As a result, children in the nursery are developing their confidence.

Outside play areas enable children to engage in challenging physical activities using a variety of resources and equipment. Children become confident riders of bicycles and climbers of small and large apparatus. In the summer, children tend to plants and vegetables, which enables them to develop an understanding of growth. However, staff do little in the winter months to support children's learning of what happens to plant life after summer and how they can prepare areas for winter plants and future summer growth.

Most staff make regular observations on children's learning and record this generally well in the learning journals. However, not all staff understand the new system for assessing and tracking the progress of children. This results in some teaching methods being variable and a lack of consistency in the information staff share with parents. Although parents confirm their high regard for staff and acknowledge their children are making progress, they do not fully understand the process. This results in parents' minimal participation in the development and improvement of the nursery provision for their children's learning.

Staff work with other agencies well to support children with additional needs. Staff use their experience of children's development to quickly identify any area where a child may need support. Staff appropriately engage with parents and other agencies to establish a plan of action to provide targeted support to help children to make progress.

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

A well-established key person system ensures children form secure attachments, which means that children are happy and settle well in the nursery. Children play cooperatively together, help to tidy up and begin to learn about the needs of each other while sharing their toys. Staff are positive role models and children behave well; they listen to instructions and are able to show they understand the expectations of the nursery codes of behaviour.

Children play in very clean playrooms where staff pay close attention to promoting children's health through hygiene routines and provision of nutritious meals. Children enjoy healthy exercise running and jumping in the large secure garden area. Children are able to assess risks for themselves testing their skills on a variety of different apparatus. Staff also teach children about the different colours of traffic lights although they do not have opportunities to go on outings and see how these traffic control systems help to keep them safe.

The nursery supports many children who speak English as an additional language.

Children see different languages on doors and walls around the nursery and staff provide a wide range of resources that reflect children's diverse cultures. Staff support younger children as they move to the more challenging activities of the pre-school children. Staff also attend events where teachers from local schools gather to meet parents and practitioners to discuss the school programme. This helps staff to prepare children for the move to school. Teachers receive final summaries of children's achievement and, in some cases, they visit individual schools where children need extra support with either their special educational needs and/or disabilities.

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

The manager and qualified staff work closely in a supportive staff team. There has been a period of change with new owners and management team. Staff have embraced new administrative methods while successfully continuing to provide a warm, welcoming environment for children. However, while all staff understand the requirements of the Early Years Foundation Stage to support children's learning, not all staff fully understand the new process. For example using the tracking system as a tool to monitor children's progress and sharing this with parents. As a result, there are inconsistencies, which reflect in the effectiveness of monitoring of the outcomes for children and how staff share this with parents.

The management team is taking the process of change slowly. They are constantly evaluating the strengths and weaknesses of the nursery and there are major plans for improvement, however, these are still in the early stages. Part of the programme involves improved methods for staff supervision and appraisals. This will support staff with identifying their individual needs for training and their professional development. However, the nursery does not routinely seek the views of parents to provide ideas for the future improvement for the nursery provision.

Children are safe because managers and staff carry out risk assessments and there is a high ratio of staff to children, which provides children with appropriate supervision while in the nursery. Children also do not go on outings as part of a company policy to keep children safe. Staff are aware of some aspects of the safeguarding procedure and feel confident to report any concerns to the person who has the lead role. Although the manager has a wealth of experience and a good knowledge of child protection, staff do not fully understand their individual responsibility on how to implement the procedures. Consequently, there is a weakness in this part of the service, and in relation to the requirements of the Childcare Register to underpin children's safety.

The documentation to support the smooth running of the nursery is in place, such as policies and procedures, records of children's accidents and medication. Children and parents sign in and out each day and staff also keep separate registers to ensure accuracy in recording who is on the premises. These systems for documentation help staff to protect children's welfare.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

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

- implement effective systems to ensure that all staff have an up to date knowledge of child protection and procedures to safeguard children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY461151
Local authority	Sutton
Inspection number	916547
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 8
Total number of places	48
Number of children on roll	96
Name of provider	Places For Children Limited
Date of previous inspection	not applicable
Telephone number	02086443452

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

