

# Rosebuds Nursery

Surestart Ashton, Rosehill Centre, Rose Hill Road, ASHTON-UNDER-LYNE, Lancashire, OL6 8YG

<b>Inspection date</b>	30/01/2014
Previous inspection date	15/11/2011

<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		1
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 are happy, motivated and eager to learn. They show high levels of independence and confidently explore a stimulating, well-resourced and accessible learning environment, which successfully promotes independent learning both indoors and outdoors.
- The key person system ensures that children receive consistency of care. Practitioners are loving, sensitive and attentive to children's individual needs and know them exceptionally well. This enables children to form secure emotional attachments and provides a strong base for developing their independence and exploration.
- The management team are highly committed to developing a high-quality provision for all and, as a result, self-evaluation is robust. Effective systems are implemented to inform priorities for improvement and are used to set challenging targets for the future.
- Children are well protected because clear policies and procedures for safeguarding are in place, which are regularly reviewed and understood by all practitioners.

### It is not yet outstanding because

- The new assessment system has not yet been fully evaluated to ensure that it is working effectively to monitor children's progress.
- The ways in which high quality practice can be shared across the nursery through peer observation and reflection has not been fully explored.

## 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 activities throughout the whole of the nursery, outdoor play area and out of school provision.
- The inspector looked at children's assessment records and planning documentation and discussed these with practitioners.
- The inspector, deputy manager and senior practitioner took part in a joint observation of practice in the baby room and in the pre-school room.
- The inspector checked evidence of suitability, the deployment of practitioners working with the children, safeguarding procedures, accident records, monitoring systems of the educational programmes and discussed the self-evaluation and improvement plan with the manager and deputy.
- The inspector took account of the views of parents and carers spoken to on the day and through information in questionnaires.

## Inspector

Marina Anna Howarth

## Full report

### Information about the setting

Rosebuds Nursery was registered in 2005 and is run by Rosebuds Childcare Limited. It operates from rooms within Ashton Sure Start Children's Centre and from a classroom in Rosehill Methodist Primary School in the Ashton-under-Lyne area of Tameside. The nursery serves the immediate locality and is accessible to all children. Children have access to a secure, enclosed outdoor play area.

The nursery opens Monday to Friday from 7.30am to 6pm all year round, except Bank Holidays and one week at Christmas. Out of school care is provided for children attending the school from 7.30am to 8.45am and from 3.15pm to 6pm during term time and during school holidays from 7.30am to 6pm. There are currently 121 children on roll. Of these, 89 are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are a total of 18 childcare practitioners, including the manager. Of these, one holds an early years qualification at level 6, two at level 5, two at level 4, nine hold a qualification at level 3, and two apprentices are currently working towards a level 3. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- consolidate systems to evaluate and monitor the effectiveness of the new assessment process to extend the first rate practice already achieved so that it is sustained and constantly improved upon
- extend ways in which high-quality practice is shared across the nursery by, for example, embedding the use of peer observations and reflection on practice for practitioners, in order to enhance children's learning further.

### Inspection judgements

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

Children make good progress in their learning and development because practitioners create a vibrant atmosphere by providing a stimulating environment both indoors and outdoors. Children arrive at the nursery happy, confident and full of enthusiasm. They have space to move around in safety and have access to a wide range of good quality,

developmentally appropriate resources that promote their curiosity and interest. There is a good balance of adult-led and child-initiated activities, which successfully support children in their future learning. Practitioners fully understand that sharing information with parents has a positive impact on children's learning and development. Parents are encouraged to be involved in their children's learning and development from the outset. Practitioners provide a broad range of opportunities for parents to share what they know about their children. This is achieved through daily discussions and observation sheets completed by parents, detailing their children's achievements and experiences at home. Practitioners keep parents informed about children's achievements and progress in nursery, through daily discussions and meetings held every three months, which provide opportunities for parents to discuss their child's next steps in learning. Consequently, practitioners have a clear picture of each child's interests and abilities, so they can effectively meet individual needs and build on their learning. The sensitive support consistently provided by practitioners enables children to acquire the skills, attitudes and dispositions they need in preparation for their progression on to school. For example, pre-school children are provided with opportunities to meet their new teachers, who are encouraged to visit the nursery to observe children in their familiar environment. In addition, practitioners engage children in discussions and role play activities, and provide school packs; which include stories about starting school and activities, enabling them to feel more confident in the transition process.

Teaching techniques are consistently strong across the nursery and, on occasions, are outstanding. As a result, children are effectively supported to acquire the skills and capacity to learn and develop effectively. Practitioners successfully engage and focus children in good quality conversation to promote their language skills. They are sensitive to individual needs by using familiar phrases of home languages. The use of early phonics and the 'sing and sign' programme, enable children to become confident in practising their communication skills as they play. Young infants are captivated and enthralled as they observe practitioners signing to their favourite songs and eagerly try to copy the actions, and develop an understanding of what the actions represent. In addition, language and story sacks are used for focused group activities, further promoting children's interest and communication. Children plan and think critically about what they want to do, showing the characteristics of effective learning. They eagerly build and construct, making towers and designing their own creations. Therefore, their mathematical skills of recognising shape, space and measure are promoted. Pre-school children count confidently; they demonstrate their awareness of number recognition as they search for hidden number cards outside and identify numbers correctly. Younger children that require additional support are encouraged to count the number of blocks on the card, developing their early concepts of matching numerals and quantity correctly. Children are extensively supported in developing their knowledge and understanding of how technology is used for a particular purpose. Young infants explore toys with buttons, flaps and simple mechanisms and discover how to operate them. Toddlers use computers and discover that by positioning and clicking the mouse, it causes the characters on screen to perform a sequence. They laugh with delight as they make the characters blow up a balloon. Pre-school children discover how to operate a programmable toy. They learn the concept of stop and go, forwards and backwards and left and right as they guide the toy to their chosen bowl of fruit.

Children are provided with continual opportunities to play outdoors. They move their bodies in a variety of ways in large open spaces; they climb apparatus and skilfully negotiate bikes and wheelbarrows around objects. Smaller movements are promoted through activities such as gluing and using small tools. They engage in mark-making with lolly sticks as they create images in ice. These help children to develop their hand and eye coordination skills, necessary for early writing. Pre-school children confidently recognise letters. They pronounce each letter sound and create letters in dry sand, identifying them accurately. Many older children are able to write their own name without support. Throughout the whole nursery children of all ages enjoy looking at books. Young infants explore hardback books with textures and enjoy lifting flaps to reveal different images. Practitioners combine story telling with puppets and aids, which capture children's interests and sustain their attention. Older children confidently recreate their favourite stories using props and story aids. Out of school children create dens in which they retreat and read stories to each other. Practitioners provide many sensory experiences for all children through dedicated sensory areas to enable children to enjoy and delight in exploring malleable materials, such as shaving foam or play dough. Babies enjoy stamping their feet in cornflakes, developing their awareness of different sounds and textures. All children have use of a dedicated sensory room in which they explore and develop their skills. They enthusiastically press buttons that create different sounds and observe with delight bubbles and different coloured lights. Toddlers play with cornflour and shaving foam, which they squelch between their fingers. Children design their own creations as they free paint and use their imagination in the role play and small world areas. The combination of well-thought out activities and areas of play ensure that children develop skills, which help them to be prepared effectively for the next stage in their learning. Support for those children who have special education needs and/or disabilities, or speak English as an additional language, is highly effective. As a result, children are supported to ensure identified gaps in their development are planned for and addressed, in order for them to make the best possible progress.

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

A highly successful key person system and the effective deployment of practitioners enable children of all ages to form secure emotional attachments. This successfully promotes their developing independence and exploration. Practitioners are extremely motivated and enjoy regular individual and group activities with their key children. Effective settling-in procedures and the highly sensitive interaction of practitioners ensure that children who are new to the setting develop a strong sense of belonging. They settle very quickly, demonstrating elevated levels of contentment and confidence. Detailed information is gathered from parents during the settling-in period. This ensures that practitioners are fully aware of children's individual care needs, interests, likes and dislikes. Consistent, sensitive care provides a firm foundation for children and effectively supports the transition from home to nursery and the move into different rooms. Together this results in children making a seamless transition in approaching new experiences or on to the next stage at school. Children demonstrate high levels of self-control during activities and display confidence in social situations. They learn to form good relationships and work alongside others companionably. Practitioners skilfully encourage children to play

cooperatively from an early age, encouraging children to understand the benefits of playing harmoniously. They expertly identify children in need of support and work closely with parents to manage children's behaviour. Children understand the expectations of appropriate behaviour and follow simple rules of the nursery without being prompted. Practitioners act as positive role models and treat children with kindness and respect, offering simple age-appropriate explanations and defining clear boundaries. Toddlers demonstrate the ability to share and give consideration to their peers as they play with polar bears in shaving foam and assist each other in submerging the bears in the foam. Pre-school children welcome their friends by name and invite them to join in their games displaying very confident social skills. They enthusiastically participate in a group activity where they programme a toy to perform tasks. They engage in discussions about which buttons to press and give praise and recognition when their peers have completed their task successfully. They celebrate the values of friendships through sharing and taking turns and acknowledge each other's skills.

Practitioners lavish children with tender affection and meaningful praise. As a result, children demonstrate excellent levels of self-esteem. Children are sensitively supported to explore their feelings and express themselves through the use of puppets, visual images and stories and actively treat each other with kindness and respect. Their achievements are jointly celebrated through visual displays that exhibit their artwork and certificates they have achieved. Children's views are valued as they are displayed and discussed both individually and as part of circle time. Staff provide meaningful activities based on children's interest, which ensures that they are happily occupied. Practitioners are dedicated and committed to include all children and treat them with equal concern. Children learn to appreciate different cultures and religions through participating in the celebration of a variety of festivals; such as Chinese New Year, where they create lanterns, use Chinese utensils and perform dragon dances. They use toys that reflect diversity, enabling them to recognise and respect each other's differences.

An extensive range of high-quality resources are within easy reach enabling children to make choices as they engage in a variety of play activities. Care practices are very effective in helping to develop children's personal skills. Older children independently remember to wash their hands. They competently help to set tables and instinctively use brushes to remove sand from the floor, so 'no-one falls over and gets hurt'. Young infants eagerly help to put toys away in labelled containers. They are encouraged to feed themselves from an early age and are given time to practise at each meal. All children learn about healthy eating as the nursery has a strong commitment to provide freshly cooked, locally sourced food of good quality. Robust procedures are implemented to ensure that dietary requirements are followed. Children discover the values of fresh air and exercise as they are provided with daily opportunities to play outdoors in a variety of weather conditions. An assortment of protective clothing such as waterproofs and wellingtons enable them to do this in comfort. Weekly exercise sessions are organised where children are encouraged to move their bodies in a variety of ways and to develop a range of physical skills. Young babies are provided with space to explore on their backs and tummies, where they eagerly move their arms and legs and roll over. Children demonstrate an excellent understanding of how to keep themselves safe. They are effectively supported in trying new experiences and are encouraged to take risks as practitioners allow them the freedom to do so, such as, when involved in activities

outdoors. They are encouraged to make sensible and informed decisions about how to deal with unfamiliar and unpredictable situations, such as, exploring or climbing equipment and using tools to build shelters and dens. Their awareness of safety is further enhanced through visits into the local community, where they are encouraged to identify risks, such as, traffic hazards. This means that they actively develop their awareness of road safety as they practice the Green Cross Code.

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

The management team fully understand their responsibilities in relation to meeting the learning and development requirements of the Early Years Foundation Stage. There are comprehensive policies and procedures in place in relation to safeguarding children. All practitioners have attended safeguarding training and are well-informed of their responsibilities. They are fully aware of the possible signs and symptoms of abuse and of the action they must take to manage any concerns they may have about children in their care. They all demonstrate a clear knowledge of who to contact. In addition, large displays illustrate the procedures to follow and include the relevant contact details. This effectively promotes children's welfare. Thorough comprehensive risk assessments and safety procedures are effectively implemented, both for the nursery, out of school facility and for outings. This ensures that hazards are minimised, in order to reduce the risk of accidents to children. Children are kept safe and secure as the majority of practitioners are appropriately trained in first aid. Parents are kept fully informed of any accidents involving their children, as they are carefully recorded. Records are monitored to a high standard ensuring that appropriate interventions are sought where needed. Robust recruitment and selection procedures, such as, induction, probationary periods and completion of checks pertaining to their suitability, ensures that practitioners are skilled and safe and that children are protected. Practitioners' ongoing suitability is monitored through supervision and appraisals. This is used to highlight strengths and weaknesses. As a result, any perceived underperformance is dealt with so that practitioners understand the high standards expected from them. Opportunities are provided for external and in-house training to increase professional skills, resulting in better outcomes for children. The management team are continually seeking ways to improve practice and the quality of care. A system of peer observations between practitioners to enable them to reflect on their practice is not embedded across all areas of the nursery, in order to fully develop practitioners' professional skills and to drive further improvement.

The management team displays a good understanding of their responsibilities in relation to meeting the learning and development requirements of the Early Years Foundation Stage. The strong leadership, commitment and drive to improve has resulted in clear targets for development and continuous improvement being fostered. As a result, all children are making good progress in their learning. Observation, assessment and planning are continually evaluated by all practitioners to ensure that they are effective. Planning reflects children's individual interests, and is enhanced to further promote the seven areas of learning. This ensures that children engage in a wide variety of challenging and stimulating activities and experiences that reflect their individual learning styles.

Practitioners display a secure knowledge and understanding of how to promote the learning and development of young children. The quality of teaching is consistently good and in some aspects outstanding. Consequently, children of all ages are enthusiastic learners and demonstrate a keen interest in their play, which is meaningful and challenging. There are effective procedures in place for identifying clear strengths and weaknesses in the quality of the provision. Planned actions are implemented effectively to overcome any areas of weakness. For example, the management team has effectively supported practitioners in introducing a more in-depth monitoring system to track the progress children are making in all areas of learning. This ensures that any identified gaps in learning are addressed and targeted plans for intervention are successfully implemented. All practitioners are confident in using the new procedure. However, monitoring systems to ensure the first rate practice already achieved and its continued success are yet to be fully consolidated. All recommendations from the last inspection have been completed successfully and have had a positive impact on children's learning experiences and welfare. For example, the organisation of the environment both indoors and outdoors has been reviewed to ensure that all areas are consistently accessible to every child, so that they can learn independently and follow their interests.

A strong commitment to partnership working with parents and external agencies is well-established and contributes to meeting children's needs. Practitioners promote good relationships with parents and share meaningful information, which promotes the health and well-being of children. Parents express their delight with the progress their children are making and the close and loving relationships that have been fostered between their children and key persons. A variety of systems, such as home to nursery resource packs and effective communication systems, ensure that parents are consulted at every stage of their child's care and development. In addition parents are made aware of the nursery's policies and procedures and a wealth of information is displayed throughout the nursery, keeping them fully informed of daily practice. Professionals visit the setting to deliver an additional range of activities, such as bringing a variety of animals and insects for children to observe and touch, developing their awareness of different creatures, life cycles and habitats. Children participate in stretch and grow sessions, which promote a variety of movement and enhance their physical development. This provides children with additional experiences, which enhance their learning further. Practitioners invest time and knowledge gathered from training and available support and advice from external agencies to identify and meet children's emerging additional needs. For example, they use visual time-tables and signing to help children with limited language to express their interests. Close liaison with local schools and sensitive support provided by practitioners ensure that children are well-prepared for their move on to school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register 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	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

<b>Unique reference number</b>	EY296149
<b>Local authority</b>	Tameside
<b>Inspection number</b>	949231
<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>	121
<b>Name of provider</b>	Rosebuds Childcare Limited
<b>Date of previous inspection</b>	15/11/2011
<b>Telephone number</b>	01613433592

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

