

# Rosemount Nursery

6 Grosvenor Road, LONDON, N10 2DS

<b>Inspection date</b>	10/01/2014
Previous inspection date	15/12/2008

<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		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 requires improvement

- The key person system operated by staff helps children to settle quickly and become confident in the setting.
- When children choose what they wish to do from the interesting outdoor activities provided, they thoroughly enjoy their play and often concentrate for long periods of time, using their imagination well.
- The children are offered a healthy vegetarian menu, home cooked on the premises.

### It is not yet good because

- There is insufficient monitoring of activities and routines to ensure these meet children's needs consistently inside and outside.
- Monitoring of children's assessments does not ensure identified gaps in children's learning are planned for.
- Some of the adult-led activities do not challenge children sufficiently and this affects the progress they make towards the early learning goals.

## 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 in the five inside rooms and outside.
- The inspector undertook a joint observation with the manager of an indoor activity.
- The inspector examined a range of documentation including children's records, policies and the complaints record.
- The inspector spoke to the manager, staff and some parents.

## Inspector

Tracey Dawson

## Full report

### Information about the setting

Rosemount Pre-School Nursery Limited is privately owned and was registered in 2008 following a change of ownership. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from five ground floor rooms of a detached house in the N10 area of Haringey. Children have access to a garden. The premises are not readily accessible to wheelchair users. Opening hours are between 8am and 6pm for 50 weeks of the year. Children may attend a variety of sessions. There are currently 83 children on roll in the early years age range, aged from two to under five years. This includes children with special educational needs and/or disabilities and children with English as an additional language. A team of six staff work with the children, all of whom hold level 3 qualifications in early years childcare. The owner, who works with the children, is also qualified. The setting receives funding to provide free early education for three- and four-year-olds.

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

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

- monitor the educational programme to ensure all areas of learning are promoted effectively inside and outside.

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

- strengthen the organisation of the daily routine to give a more effective balance between child-initiated and adult-led activities for the older children
- improve the monitoring of children's assessment to ensure children's individual learning needs are planned for more successfully.

## Inspection judgements

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

Staff set out a range of activities for children on a daily basis, both indoors and out. Children become deeply involved in their play when they are outside as the outdoor environment offers opportunities to support all areas of learning. There are bikes the

children can zoom down ramps on, supporting physical development; the ramps offer children a safe opportunity to manage their own risk. A play house allows the children to develop social skills as they invite their friends to climb inside with them. Children play creatively outside, for example in the sand they make birthday cakes, using sticks for candles. The children ask the staff to blow out the candles; the staff talk to the children about birthday cakes extending their language development. The children are also asked to count the candles supporting their early mathematical development.

The activities inside do not match the richness of outside. For example there are few opportunities for children to develop their creativity as some resources are only available during adult-led activities. This limits the progress children make in some areas of learning. Staff engage with the children during play and use effective questioning to help extend children's thinking, for example, asking what an autumn leaf feels like. The children use words such as 'crunchy'. This helps children to develop skills and learn vocabulary in readiness for the next stage of their learning.

At group time, all the children come together for staff to take the register. The children select their name from a basket and put it on a wall display. This part of the group time is not managed efficiently as the large size of the group and organisation of resources means that some children spend time waiting and become restless and unengaged. The children sing a selection of songs at group time. They are encouraged to choose favourite rhymes to sing and do so with delight. The children choose partners to do action songs with, promoting their social skills. The setting has a piano player who plays along to the songs, adding to the children's enjoyment. Staff support children with English as an additional language through the use of words in the children's own language. Staff also use sign language as well as the spoken word to help children understand the meaning of language. For example, a member of staff signs the word for 'sit', as well as speaking it.

Staff manage some adult-led activities well, encouraging the children to use magnifying glasses to explore bugs or paint using leaves. However, when planning activities, some staff do not consider which children will take part. As a result, not all activities meet the needs of all the children in. For example, during a puzzle activity, all the children share the same puzzle. Some children quickly join pieces together completing the puzzle, meaning some children do not have the opportunity to do any of the puzzle.

The younger children play independently in the conservatory and the staff engage with them during their play. For example, staff support them in their imaginative play, they encourage children to make tea in the home corner, or support early mathematics by singing counting songs. The routine structure for the older children means they get fewer opportunities to choose and develop their own learning inside. They move around three adult-led activities during the morning session. This makes it harder for them to make discoveries in their own self-chosen play during this part of the day.

Staff observe children's progress and development and record this in folders which are shared every six weeks with parents. Presently observations and assessments are not done regularly enough for all children. This means that information about where children are in their learning is not always accurate. Therefore planned activities do not always build on what children already know and can do. This leads to a lack of challenge for more

able children and a lack of support for those who need it. It also means that parents do not always receive accurate information about their children's progress and this makes it difficult for them to extend their children's learning at home effectively.

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

Children are developing friendships with other children and attachments to staff. They arrive happily and separate from parents confidently. Children find their name and put it on a peg with their coats, giving all children a sense of belonging. The key person system supports children to settle in and a co-key person is allocated to each child. This approach means children always have a familiar adult available to them, supporting their emotional wellbeing.

Staff gather information from parents about children's interests and what they enjoy doing at home. However, staff do not always provide inspiring and exciting activities inside which build upon children's home experiences. At meal times, children are given the responsibility of being helper to set out the cutlery, enhancing their self-esteem and independence. All children wash their hands independently and sit together for a healthy vegetarian lunch, cooked on the premises. Children are helped to use the toilet independently and use the low sinks to wash their hands, following suitable hygiene routines.

Staff check the outside environment is safe before the children go out, promoting children's safety. The garden has areas where children can sit quietly as they wish. Children develop their physical agility. Inside the children move to music and use large blocks to climb on and off. Staff encourage the children to stretch and climb on the blocks. Outside, the children show delight when riding down slopes on tricycles. Staff watch carefully but allow the children to manage their own safety. These activities help children to enjoy being physically active as part of their routine.

Children behave well and are considerate of each others' feelings, passing toys to each other as they play and inviting friends to join their games. Staff are generally developing children's curiosity and interest in leading their own play. For example, outside, the children work together in the sand. An adult introduces them to mathematical concepts, such as full and empty. This approach shows children are gaining some important skills and attitudes towards learning which will equip them sufficiently well for when they start school in the future.

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

A robust recruitment process ensures that the management recruits suitable individuals to work with children. This process includes a thorough induction period for all staff. Staff understand their responsibilities to safeguard children's welfare and keep them safe. Staff also have sufficient understanding of the Statutory Framework for the Early Years Foundation Stage to support children's learning and development needs most of the time.

A system to monitor staff performance is in place and monthly meetings are held as well as yearly appraisals. Training needs are identified through observation. For example, staff have booked on a communication course as the manager recognises the need to develop practice.

Although the assessment records for children are accurate, the manager has not identified that these are not always being completed regularly enough to keep up with children's progress. Also, staff do not always plan suitably challenging activities for children based on their individual development needs. The monitoring of the educational programme is also not robust enough to identify the gaps in children's creative development.

Since the last inspection the management has changed. The new manager is committed to ongoing improvement and has already identified areas for improvement and is supported in this role by the owner. The setting has engaged with their local authority's quality accreditation scheme and received a silver award.

Partnership working with external agencies helps to ensure the children with special educational needs receive appropriate support and intervention when required. Parents appreciate the support offered by staff and comment that the team show a genuine interest in children's development. Parents are encouraged to contribute their views through a questionnaire and parents of children aged between two and three years receive a written summary of their children's progress in the prime areas of learning.

### **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
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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>	EY369641
<b>Local authority</b>	Haringey
<b>Inspection number</b>	829140
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	83
<b>Name of provider</b>	Rosemount Pre-School Nursery Limited
<b>Date of previous inspection</b>	15/12/2008
<b>Telephone number</b>	02088 835 842

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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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