

# Rosemellin Gooseberry Bush Day Nursery

Cliff View Road, Camborne, Cornwall, TR14 8QH

<b>Inspection date</b>	19/02/2014
Previous inspection date	09/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	2
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

- The staff's warm and caring relationships with children lead to children feeling secure and growing in confidence.
- The staff follow children's leads and interests in activities, enabling them to develop good awareness and understanding of children's experiences.
- All children make good progress as staff develop individual education plans for children in need of additional support and identify clear targets to successfully promote their learning.
- Staff show warmth and concern in their interactions with parents; consequently, they are successful in working in partnership to meet children's individual needs.

### It is not yet outstanding because

- Initial information sought from parents does not link to children's developmental levels and so involve them fully in assessing and planning for their children's progress.
- Staff do not always use daily activities to consolidate children's learning and skills in meaningful ways, for example with regard to exploration of mathematical concepts at snack times.

## 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 took account of parents' and carers' views included in the setting's parent survey.
- The inspector observed activities in the playrooms and the outdoor play areas.
- The inspector held discussions with the manager and staff.
- The inspector carried out a joint observation alongside the manager.
- The inspector sampled documentation regarding planning and children's progress.

## Inspector

Lynne Bowden

## Full report

### Information about the setting

Rosemellin Gooseberry Bush Day Nursery registered in the current premises in 2002. The setting operates from a purpose-built nursery unit. It is situated adjacent to Rosemellin School, in Camborne, Cornwall. A maximum of 114 children may attend the nursery and out of school club at any one time. The nursery is open six days a week from 7.30 am to 6.30 pm, all year round. Children share access to several secure, enclosed outdoor play areas. As a charity the nursery is run by a group of trustees who also oversee the children's centre. Both the nursery and Rosemellin Children's Centre are managed on a daily basis by the manager, who works with the other children's centres in Camborne. The setting provides opportunities for local families to receive support and advice from a variety of local sources.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 176 children aged from birth to under eight years on roll, of whom 121 are in the early years age group. Of these, 47 children receive funding for early education. Children come from a wide catchment area. The setting currently supports a number of children with special educational needs and/or disabilities. There are 27 members of staff, of whom 20 have early years qualifications to at least level 3. Of these, two have achieved Early Years Professional Status. One member of staff has a level 2 qualification.

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

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

- increase opportunities for parental involvement in planning for their children's learning.
  
- make further use of daily routines to consolidate and extend children's learning and skills.

### Inspection judgements

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

Observations recorded in learning journals and assessment records show that individual children make good progress over time in all areas of learning. These records enable staff to produce written progress reports for two to three year olds and share them with parents. However, questionnaires at enrolment do not link to children's development stages and so do not fully encourage parents to be involved in identifying their children's next steps. The setting's use of the Every Child a Talker programme enables staff to

identify, monitor and track the progress of children's language development. They identify children in need of additional support and develop individual education plans for them. These identify clear targets for each child and how staff can support them in meeting them. Staff also share information and work with other agencies to support children's development and learning.

Staff provide worthwhile resources and activities to support children's development. For example, they involve children in looking at and discussing recipes as they make and bake cookies. This raises children's awareness of the importance of written instructions, and weighing and measuring quantities, while they also see and learn how foods change during cooking. Staff encourage children to handle and shape the dough, which helps them to develop hand strength and dexterity, which are useful skills for encouraging pencil control. Older children recognise and practise writing their names.

Staff encourage children's awareness of space, shape and size as they support them in completing jigsaw puzzles, planning and building models, and maneuvering around their friends in outdoor play. They incorporate children's interest in and awareness of current events in activities; for example they encourage them to draw and discuss the recent storm damage to train lines and other transport links. This enables children to discuss the impact of events on friends and family, and make sense of scenes they see on television. Older children show their awareness and understanding of sharing and simple fractions in their role play, as they discuss the need to cut a sandwich in half and pretend to do so. Older children become familiar with numerals and their order up to 31, as they update the calendar each day. Young children begin to recognise and match numerals as staff encourage them to park their vehicles in numbered parking bays. However, staff miss some opportunities to develop children's mathematical skills in daily routines, for example by asking children to count how many places need to be set at the tables for snacks.

Attractive and accessible book corners encourage children to look at and explore books, and they enjoy sitting comfortably with adults as they read stories to them. These aspects help to support their future literacy. Children enjoy pouring both sand and water and at meal times, staff encourage them to use this developing skill to pour out their own drinks. Children develop other self-help skills as they wash their own hands and try to dress themselves in waterproof clothing as needed. Babies develop balance and coordination as staff encourage them to reach for and handle toys nearby. Staff also encourage them to explore pop-up toys, and to turn and push knobs and buttons, so developing their coordination and awareness of cause and effect. Provision of push-along walkers and encouragement from staff encourages older babies to stand and begin to walk.

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

Children are confident and secure at the setting. Staff greet and speak to children warmly, reassuring them and giving cuddles as appropriate. On hearing that it is lunchtime, toddlers show familiarity with routines, confidently moving over to the table in readiness for their meal. Staff remind children of the need to wash their hands and older children happily go to wash their hands themselves. Staff warmly praise children for their personal

achievements and positive behaviour, such as sharing and saying 'please' and 'thank you'. This reinforces good behaviour and boosts children's self-esteem. Notices outside each base room identify children's key persons. Some move through the setting alongside key children who have special educational needs, This supports children's transitions and ensures that staff's knowledge and expertise remains with the children.

The setting is participating in a local nutrition programme. It promotes and provides balanced, nutritious meals and involves children in baking and cooking foods. Staff also invite parents to cookery sessions and encourage them to join their children to eat their meals. Babies benefit from fresh air and sleep soundly, well wrapped up in large prams outdoors. Older children wake from their post-lunch naps on comfortable mats in quiet areas of their base rooms. Staff check on sleeping babies regularly. They support babies' developing physical skills and independence as they encourage them to feed themselves, making sure they are safely strapped into their high or low chairs. They support and encourage children in dressing themselves appropriately for outdoor play. Children become familiar with the fire evacuation procedures through their participation in regular drills. Staff carry out daily safety checks to ensure that the resources and areas that children use are safe. These actions help children to gain a good understanding of how to keep healthy and safe.

Links with the adjacent school enable children to become familiar with the environment and staff there. The setting contacts any other schools that children are moving onto, inviting teachers to visit the setting and meet children and their key persons. This enables children and teachers to meet and get to know each other in an environment where children feel confident. These links, along with children developing skills in all areas of learning, especially social skills, communication and independence, help prepare children well for their future.

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

Staff meet safeguarding and welfare requirements at all times. High staffing levels enable the staff to supervise all areas of the setting well and this is supplemented with closed circuit television, which can be viewed in the office. All the staff have had appropriate checks carried out regarding their suitability. They have all attended safeguarding training and demonstrate a good understanding and awareness of safeguarding procedures. The building is secure, with staff controlling access to the building. Risk assessments are used effectively to reduce accidents and injuries to children. A safe play environment is maintained. The majority of staff have current first aid training and management makes arrangements for safeguarding and first aid training to be updated. Any accidents are dealt with well. Children are treated promptly and details of the accident are accurately recorded.

Effective partnerships with a wide range of other agencies ensure that together they meet children's needs well. Staff invite and encourage parents into the setting to spend time with their children, and to discuss and share information about their progress and

development. Staff greet parents and carers warmly at arrival and collection time, making time to talk with them about their children's activities. Parents respond positively in feedback questionnaires. They value the support that staff provide and the relationships their children develop with key persons, which lead to children settling happily at the setting and so making good progress.

The staff have a good understanding of their responsibilities in meeting the learning and development requirements. They monitor children's progress towards all the early learning goals, linking their observations to guidance documentation. Key persons identify next steps for individual children and activities to promote these. Staff discuss and evaluate the effectiveness of their educational programmes at regular staff meetings. Supervision and appraisal systems enable the management to support staff in their professional development, and to identify and address any difficulties or concerns. The manager is well informed about areas for development and seeks support and advice from the children's centre teacher to address these. The responsiveness of staff to advice and guidance given demonstrates their commitment to, and capacity for, ongoing improvement.

### **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>	EY242198
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	955433
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	114
<b>Number of children on roll</b>	192
<b>Name of provider</b>	Rosemellin Goosberry Bush
<b>Date of previous inspection</b>	09/01/2012
<b>Telephone number</b>	01209 713119

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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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