

# Rosewood Nursery

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

<b>Inspection date</b>	05/08/2014
Previous inspection date	29/08/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 management team are reflective and enthusiastic about their work. Consequently, they identify strengths and areas for development, enabling the nursery to make improvements which benefit the children over time.
- Partnerships with parents are strong. Practitioners provide good opportunities for parents to be fully involved in their children's development in the nursery and extend their learning at home.
- Effective and clear safeguarding procedures are in place, creating an environment where children are safe and protected from harm.
- Teaching is securely based on practitioners' good knowledge of the Early Years Foundation Stage. Therefore, they make good use of opportunities to promote children's learning through play and structured activities. As a result, children make good progress.

### It is not yet outstanding because

- Practitioners do not always promote opportunities for older children to develop their independence skills at snack and meal 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 observed activities and children at play throughout the inspection and conducted a joint observation with the manager.
- The inspector spoke with children, parents and practitioners throughout the inspection.
- The inspector looked at documentation to ascertain children's progress in achieving the early learning goals.
- The inspector held a meeting with the manager, deputy manager, nominated person and Early Years Professional.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, and the provider's self-evaluation and improvement plans.

## Inspector

Judith Bodill-Chandler

## Full report

### Information about the setting

Rosewood Nursery opened in 1989 and is on the Early Years Register and both 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. Children are cared for in two playrooms and have access to an enclosed outdoor area. The nursery opens five days a week, from 7.15am until 6pm, all year round. There are currently 83 children on roll, all of whom are in the early years age range. Children attend for a variety of sessions. There are 24 practitioners working directly with the children. Of these, two hold appropriate qualifications at level 2, 15 hold level 3, four hold level 5 and two have Early Years Professional status. The nursery 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 further improve the quality of the early years provision the provider should:

- build on opportunities for older children to develop their independence skills at snack and meal times, for example, by helping to prepare snack and serve themselves at lunchtimes in readiness for school.

## Inspection judgements

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

The quality of teaching is good because practitioners have now developed a good knowledge of how children learn. There is an appropriate balance between adult-led and child-initiated activities, which are adaptable and responsive to children's needs. Adult-led activities consider children's predictable interests and are developmentally appropriate. Practitioners use children's interests to plan activities which lead to their next steps in learning. For example, children are interested in sorting coloured gems into groups. The key person supports this interest further by providing children with resources which they can sort by size and colour. This means that children's individual interests are well met and a balance of adult-led and child-initiated activities are provided. Practitioners regularly complete well-written observations on the children, which are entered into their profiles. Next steps in learning are clearly identified and used to plan activities which extend children's learning further. Photographs and pieces of work are annotated and collated in individual profiles. Practitioners have a suitable knowledge of how to complete the progress check for children between the ages of two and three years and the need to share this with parents. They complete a termly summative assessment for each of their key children. This means they can quickly identify any gaps in learning and support them appropriately. Practitioners understand that all children are individuals and learn as they play and explore in their own ways. Therefore, children with special educational needs

and/or disabilities receive support which is specific to the way they learn. This sensitive support from practitioners enables children to feel secure and make good progress relative to their starting points. Children who speak English as an additional language are also supported well. For example, practitioners support children by using key words and phrases provided by parents in the child's home language. Consequently, children have the key skills needed for the next steps in their learning and they are progressing well towards the early learning goals.

Adult interactions are good. Practitioners engage with children effectively, getting down to their level to play. They support all children to develop their use of language well, by listening carefully and repeating or rephrasing words and sentences. They effectively introduce new vocabulary to children while they are engaged in play. For example, children are introduced to words, such as 'sticky' and 'soft', to describe the texture of the play dough. At snack time, practitioners support children's thinking skills by encouraging them to consider what is inside the pepper and apple. As a result, practitioners support children's language development well. Practitioners provide children with a good range of activities and experiences across the seven areas of learning. Activities are challenging and interesting and meet the needs of all children. For example, babies have opportunities to play with an excellent assortment of natural and open-ended resources. Consequently, they learn how to explore imaginatively and in their own way. Older children's problem-solving skills are challenged as they concentrate and persevere when tasked with putting the various shaped boxes back inside each other. All children have access to a wide range of appropriate books, which are arranged in well-maintained cosy areas. As a result, they develop a love of stories and books. Toddlers join in enthusiastically at rhyme times, selecting their own rhymes to sing from picture cards. Older children energetically follow actions to familiar songs and music they hear outside. As a result, they build up their repertoire of familiar songs and develop their confidence in expressing themselves through music and movement. Younger children enjoy pretend play with babies, while older children play more imaginatively, dressing up in costumes. Consequently, children are beginning to represent their own thoughts and ideas through role play. Older children access a range of equipment to make marks, and practitioners support their early phonic skills by tapping out their names on buckets at group time. Babies delight in smearing paint on their hands before making marks on paper. Overall, children are making good progress in the nursery and are developing the skills they need for their future learning and the eventual move on to school.

Practitioners understand their role in ensuring that every child's learning and care are tailored to meet their individual needs and to seek to engage and support parents in guiding their child's development at home. Parents contribute to their children's starting points by completing an 'All about me' sheet and regularly sharing achievements from home. Younger children take home 'task bags', while older children delight in taking home books to read. Parents are kept well informed of their child's progress through daily dialogue with their child's key person, termly summary reports and regular parent consultation evenings. They feel welcome in the nursery and know who their child's key person is. Parents regularly attend 'stay and play' sessions to develop their understanding of how to support their children's learning at home. As a result, there are strong partnerships with parents, which make an effective contribution to meeting children's needs.

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

Children are supported well when they start in the nursery. They attend introductory visits to meet practitioners and familiarise themselves with the environment. There is an effective settling-in process which is flexible and meets the needs of individual children. Practitioners gather good information from parents about their children's likes, dislikes, routines and favourite activities on entry, and use this information to prompt continuity and consistency of care. The key-person arrangements have improved and details of these are displayed so that parents know who their child's key person is. The caring practitioners understand and respond to children's physical and emotional needs, recognising when children are in need of a cuddle or a rest. For example, practitioners cuddle babies and young children when they wake up until they familiarise themselves with their environment. As a result, children are happy, safe and secure, and form strong attachments with practitioners in the nursery. Children are effectively supported as they move between rooms through visits with their key person. Practitioners have good relationships with early years staff in the local schools, who visit to introduce themselves to the children. As a result, children are emotionally well prepared for the next stage in their learning.

Children's behaviour is managed well. Practitioners are good role models, are polite and encourage children to be well mannered. For example, practitioners remind children to say 'please' and 'thank you' at snack and meal times. Distraction techniques are used skilfully to avoid any escalation of conflict between children. When there are disputes between older children, practitioners support them to work out solutions. As a result, children are aware of the boundaries set and the behavioural expectations of the nursery. Strategies and approaches are put in place to support younger children's behaviour by ensuring more than one of the same toy is available at all times. This helps the youngest children to overcome any difficulties arising from learning to share. Practitioners are deployed effectively. This ensures that ratios are met, children are adequately supervised at all times and that they are kept safe wherever they are playing. Practitioners offer gentle reminders about safety. For example, children are reminded not to run indoors. Outside, children confidently jump from one stone to another. As a result, they learn to take risks and develop their understanding of keeping themselves safe.

Practitioners support children to develop their independence skills by encouraging them to put on and take off their own coats and shoes and to wash their own hands. Children have access to a wide range of age-appropriate resources, both indoors and outdoors, which are clearly labelled and accessible, supporting children's independence and choice further. However, at snack and meal times older children are provided with fewer opportunities to develop their independence skills relevant to their age, such as helping to prepare the fruit or serve their own lunch. As a result, older children's independence skills are not always supported as well as possible in preparation for moving on to school. There are good opportunities for children to develop their understanding of a healthy lifestyle and the importance of fresh air and exercise. Children are provided with healthy snacks and lunches which are prepared on site. They enjoy outdoor play and learning in all weathers in a very well-resourced outdoor play area where they have opportunities to

develop their skills on a larger scale. For example, children carefully load wheelbarrows and skilfully manoeuvre them around the playground. There are opportunities to crawl through tunnels and push prams, jump from tyres and build with blocks. This means that children develop physical skills, while learning how exercise supports their overall health and well-being. They explore growth and change by gardening and investigating how the natural world changes with the seasons. As a result, children gain a good understanding of a healthy diet and the need for physical exercise. Children attend the nursery from a diverse cultural community and they develop their understanding of equality and diversity through a range of resources and books.

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

The management team enthusiastically demonstrate their commitment to the continual improvement of the overall quality of the provision. Since the last inspection, they have developed a detailed action plan and successfully addressed the actions and recommendations raised for improvement. This means that effective action has been taken to meet all legal requirements and raise the overall quality of practice to a good level. The safety and welfare of all children are now a high priority for the management team and practitioners in the nursery. All practitioners, including the manager, have a very clear understanding of their responsibilities to meet the safeguarding and welfare requirements. Safeguarding policies and procedures are well-written. They include the use of mobile telephones and cameras and the guidance to follow if an allegation is made against member of staff. Practitioners confidently talk through the early signs of possible abuse or neglect. They fully understand the procedure to follow, and accurately record any concerns they have. All practitioners complete safeguarding training on induction. This means that arrangements for safeguarding children are good.

There is a thorough recruitment and selection process, which ensures that practitioners working with children have had the appropriate checks to ensure their suitability. This means that children's welfare is promoted through robust recruitment procedures. Detailed risk assessments are undertaken to ensure that effective steps are taken to keep children safe, while not constraining their play. Daily checks identify any potential hazards as they are found and practitioners effectively take action to remove them. Fire alarms are tested regularly and there is a record of emergency evacuation procedures. Fire exits are clearly identifiable and fire doors are free of obstruction and kept shut at all times. Security within the nursery is good as external exits are kept locked to ensure no unwanted visitors gain access, or present a risk to children. First-aid requirements are met. There is a first-aid box which is accessible at all times. Practitioners have up-to-date paediatric first-aid training. Documentation is well kept. Daily registers are accurately completed. The manager is vigilant at ensuring ratios are consistently met at all times through a carefully planned practitioner shift system that also ensures that staffing arrangements are used well to supervise children and meet their needs. As a result, children's welfare and safety are promoted well.

The management team now work effectively to develop a good overview of the curriculum. Planning and assessment systems are monitored effectively. The management

team uses practitioner and child observations to monitor the quality of the teaching and care offered. Practitioners contribute to this process at weekly planning meetings. Children's progress is monitored through summative assessments. Consequently, the progress of individual children, or groups of children with identified needs, is tracked so that appropriate interventions are sought and gaps are closing. The manager has a comprehensive knowledge of the Statutory framework for the Early Years Foundation Stage and uses this well to support practitioners. Policies are clear and are in line with published guidance. There is an effective induction procedure, which supports practitioners to understand their roles and responsibilities. Practitioners are supported well through a programme of continual professional development. This is established through regular supervisions and identified needs from practitioner observations. As a result, there are effective systems in place to monitor and coach staff's practice and the overall quality of teaching.

Partnerships with parents are good. Practitioners liaise closely with them regarding children's progress towards the early learning goals. Parents appreciate the daily conversations and written reports they receive about their children's achievements and progress. They comment on how all practitioners show care and concern for the children's well-being and that their children love coming. They are kept up-to-date about what is happening in the nursery with regular newsletters and e-letters. Partnerships with external agencies and other providers are also good. This makes a positive contribution to meeting children's needs. For example, reception teachers from local schools visit the nursery to introduce themselves to the children and share information with their key persons. This helps ensure that teachers are well prepared to support children effectively, when children start school. The level of reflective practice has improved and all practitioners now contribute to the development of the provision at weekly meetings. Parents and children also contribute through informal discussions, a parents' comments box and questionnaires. This ensures that improvements are targeted and are focused on aspects that will bring about the most benefit for children.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	963121
<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>	83
<b>Name of provider</b>	Leeds Teaching Hospital NHS Trust
<b>Date of previous inspection</b>	29/08/2013
<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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