

Rosy Cheeks Nursery (Bentilee)

Bentilee Nursery, Chelmsford Drive, Stoke On Trent, ST2 0JW

Inspection date

Previous inspection date

07/08/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff have a good knowledge and understanding of their responsibilities and the procedures for protecting children. They implement robust safeguarding and child protection procedures, which ensure children's safety is promoted within the nursery.
- The quality of teaching in the nursery is good. Staff use skilful questioning to support children with their communication and language development. In particular, children who speak English as an additional language are very well supported.
- Partnerships with parents and other professionals are successful and ensure children are well supported in their learning and development. Staff provide parents with regular information to involve them in their children's learning.
- Children are happy and excited to be in this welcoming nursery. Close interactions with staff ensure that children feel safe and secure. As a result, children's emotional well-being is promoted well.

It is not yet outstanding because

- Children are not always provided with sufficient opportunities and suitable resources to engage with activities that enable them to fully explore and engage with technology.

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 play and learning activities and spoke to staff and children indoors and outside.
- The inspector held a meeting with management and looked at and discussed a range of policies and procedures
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, the provider's self-evaluation form and the improvement plan.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to their key person.
- The inspector carried out a joint observation with the manager.

Inspector

Kerry Wallace

Full report

Information about the setting

Rosy Cheeks Nursery (Bentilee) was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned and operates from a single storey building in Bentilee, Stoke. It serves the immediate locality and also the surrounding areas. The nursery opens Monday to Friday, from 8am to 5pm, all year round, except for bank holidays and Christmas week. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area. There are currently 49 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early years education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are currently seven staff members working directly with the children, who all have an appropriate early years qualification. Of these, one has Early Years Professional status and six have qualifications at level 3 and above. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- provide children with appropriate resources, and extend opportunities for children to engage in activities using programmable toys and computer software, in order to enhance and enrich their knowledge of technology.

Inspection judgements

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

The quality of teaching in the nursery is good. Staff have a good knowledge and understanding of the learning and development requirements in the Early Years Foundation Stage. They use this knowledge effectively to provide children with an exciting and stimulating environment, which children access independently. Resources are varied and staff make good use of everyday objects to support children in their learning and development. For example, staff have cleverly made a pretend cooker out of a box and children use this effectively in the outdoor playhouse. Children are able to engage in imaginative play as they re-enact their favourite stories and use the pretend cooker to make porridge, using real oats. Staff provide children with books and puppets to support their play and promote the characteristics of effective learning with children. Resources are well maintained and stored in clearly labelled boxes or areas, so that children can access them with ease and tidy them away when they have finished playing. However, children are not always provided with suitable resources, or sufficient opportunities, to engage in activities that enable them to explore and embrace technology. Children's mathematical development is promoted well, as staff encourage children to think about

what size bowl to select whilst making porridge and discuss how many spoonfuls of oats will be needed to fill it. Staff support children's language development by listening closely to what children say and ask open-ended questions to encourage them to become critical thinkers. Children with special educational needs and/or disabilities and children who speak English as an additional language are very well supported in the nursery. For example, staff skilfully model how to pronounce words in English so that children become confident in their communication and language skills. Children listen and respond to this by successfully saying simple everyday words. As a result, children make good progress in their communication and language development.

Staff have developed effective systems to monitor children's learning and development. Information is sought from parents about their children on entry and used to plan activities of interest. An All about me form is used and parents are regularly asked to inform staff about changes, so they are kept up to date. Staff carry out regular observations of the children, as they engage in adult-led and child-initiated activities. Children's records are detailed and staff ensure that observations are linked to the areas of learning in the Early Years Foundation Stage and clearly identify children's next steps in their future learning. Staff ensure that children's next steps in learning are targeted through planned and purposeful activities that suitably challenge them. As a result, children are well supported in their learning and development. Staff understand how to complete the progress check for children aged between two and three years. They involve parents and wider professionals in this process to ensure that children are well supported in their development. Children are well supported in their communication and language, physical and personal and social and emotional development. They are acquiring the key skills needed for the next steps in their learning. For example, they are encouraged to be independent in the nursery and are learning how to tidy away toys and follow daily routines. Younger children benefit from mixing with older children during mealtimes, so they learn about how to use cutlery and serve themselves drinks. Staff sit with the children during mealtimes and support them in developing these skills. As a result, children make good progress in their development.

Partnerships with parents are well promoted in the nursery. Staff ensure that parents are kept informed of any special events so they can be fully involved in their children's learning. For example, parents attend 'Graduation Day' and 'Commonwealth Games Day' and are able to share activities and experiences with children. Staff have introduced an achievements tree, which enables parents to list comments about their children's achievements at home. This supports children's learning between home and in the nursery, as staff use this to extend learning opportunities in nursery. Staff provide parents with regular newsletters and update the notice board to include current information about child development. Parents are able to view their child's records of assessment each half term and are encouraged to discuss any changes to children's interests. Consequently, parents are kept well informed of their child's progress.

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

The key-person system is well embedded in the nursery. Informative displays show parents who their child's key person is and this ensures that they know who to speak to if

they have any concerns about their child. Parents comment that staff work hard to settle their children and they are really pleased with how their children enjoy attending the nursery. They praise staff for being, 'approachable and lovely' and appreciate their professional yet caring nature. Children have formed positive relationships with staff, they are confident to approach staff independently for support and are eager to involve them in their play. For example, staff and children engage in imaginative play as they pretend to find an imaginary monster and capture him. Children squeal with delight as staff join in their play and use animated voices and create excitement and enjoyment for children. Children are clearly happy and well settled in the nursery and they receive praise and appropriate support to raise their self-esteem and confidence. As a result, children's emotional well-being is promoted really well.

Children are gaining an understanding of how to assess risk and manage their own safety in the nursery. They skilfully use small knives to independently spread butter onto crackers and are aware of how to use these safely. Staff supervise children closely and manage their behaviour appropriately to ensure they have clear boundaries and rules to adhere to. Children know to share with their peers and take turns with favourite toys, which promotes their personal, social and emotional development well. The nursery collects information about each child's welfare needs from parents when they first start to attend. This is then used to ensure that children's needs are met and their familiar routines are followed to ease transitions between home and the nursery. Staff support children in being emotionally prepared for their move to school, as they talk to them about routines and invite teachers to visit them so they can talk about school and feel confident and reassured.

Snack time is a relaxed and sociable occasion where children and staff sit together and talk about family life and activities in the nursery. The food provided to children at snack time promotes their health and meets any special dietary requirements of individual children. The nursery has adopted a vegetarian menu to provide children with healthy meals and develop an appreciation of fruit and vegetables. Children learn about good hygiene procedures, as staff explain why they should wash their hands before eating and after toileting. This teaches children to adopt good hygiene practice to promote their health and hygiene. Children's self-care and independence skills are promoted very well in the pre-school. For example, children pour their own drinks and help prepare their snacks by spreading crackers with butter or cheese spread. Children have regular access to the outdoors and enjoy being outside. As a result, children benefit from fresh air and regular physical exercise. This helps to promote children's physical well-being and their understanding of the importance of being active.

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

Leadership and management in the nursery are good. This is the first inspection since registration and the management team has worked hard to ensure that requirements in the Early Years Foundation Stage are met. They have used their knowledge and expertise from managing other nurseries to good effect. There is a strong emphasis on safeguarding children in the nursery. Children are effectively protected from harm, as staff have a

secure knowledge of their roles and responsibilities, with regard to safeguarding children. Staff request identification from all adults visiting the nursery and record this in the nursery's visitors' book to ensure there is an accurate record. They remind visitors of their mobile phone and camera policy in nursery to ensure children's well-being. Suitability checks are carried out on all staff and there are robust recruitment procedures in place that focus on safeguarding children. Effective risk assessment procedures are in place to ensure that the environment is safe for children. Staff have completed safeguarding training and are confident about their role to protect children in their care. Consequently, children's safety is promoted well.

Teaching is consistently good and ensures that children's learning and development is given high priority. Management closely monitor staff practice and performance through observations and regular supervisions. This helps to identify areas of any training needs for staff, such as supporting children with early phonics to promote their early literacy skills. Staff are well qualified and have a good knowledge and understanding of the Early Years Foundation Stage. As a team, they consistently plan for and monitor children's learning and the experiences they provide. Staff are enthusiastic about continually improving their setting and have good self-evaluation systems in place. Managers ensure that staff are fully involved in reflecting on good practice and reviewing the physical environment. Parent's views are sought through questionnaires and verbal feedback. Managers consider this carefully and make changes to address areas that require improvements. For example, they are developing the outdoor area to provide children with further resources to facilitate their physical development. This demonstrates how staff are committed to improving their provision to ensure children's needs are fully met. Staff attend courses to improve their knowledge and to support children with special educational needs or those who speak English as an additional language. They use the information they gain from training courses to develop their practice, for instance, by enhancing activities to support children's early literacy skills. As a result, children's learning and development is well supported in the nursery.

Partnerships with parents are well promoted. Staff have worked hard to form good relationships with parents and liaise with them on a daily basis to inform them of activities and observations noted. Parents are provided with a wealth of information about the nursery and how to support children's learning at home. Staff provide parents who speak English as an additional language with policies in their home language, so they are kept fully informed and included. Staff support all children in the nursery and ensure that resources and activity areas are clearly labelled with different languages to strengthen children's learning and development. Links with other agencies, such as the local authority, are established and accessed as required to support children's needs. Partnerships with other providers and external agencies are successful. Staff are confident to speak with other professionals if they are concerned about a child's health or development, or to share information about children's learning and development with other settings where children receive shared care. As a result, children are well supported in their learning and development.

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

Unique reference number	EY473628
Local authority	Stoke on Trent
Inspection number	956397
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	49
Name of provider	Rosy Cheeks Nurseries Limited
Date of previous inspection	not applicable
Telephone number	01782 287 875

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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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