

Rosebuds Private Day Nursery

High Street, Gnosall, STAFFORD, Staffordshire, ST20 0EX

Inspection date

19/08/2014

Previous inspection date

20/05/2010

The quality and standards of the early years provision

This inspection:

2

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

- Staff are skilled and knowledgeable. Staff understand how to provide children with interesting and challenging opportunities that promote their learning and development. This means that children are keen and enthusiastic learners.
- Staff provide a welcoming, safe and secure environment so that children are safeguarded. This enables children to develop confidence and enjoy their learning.
- Staff establish positive relationships with parents and other professionals so that information is shared. This ensures consistency in supporting children's next steps in their learning and development.
- Good leadership ensures that the staff training, recruitment procedures and supervision have a strong focus on safeguarding and child protection. This means that children are kept safe and protected from harm.

It is not yet outstanding because

- Monitoring systems are not yet fully embedded. As a result, there are inconsistencies in the quality of teaching, particularly with less experienced staff.

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 two playrooms and the outside learning environment.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held discussions with the deputy manager and childcare staff.
- The inspector looked at children's developmental records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector took account the views of parents and carers spoken to on the day.

Inspector

Lynsey Hurst

Full report

Information about the setting

Rosebuds Private Day Nursery opened in 2007 and operates from purpose-built premises close to the centre of Gnosall, Staffordshire. The nursery is registered on the Early Years Register and also the compulsory and voluntary parts of the Childcare Register. There is an enclosed outdoor play area for the children. The nursery is open each weekday from 8am to 6pm, all year round. There are currently 50 children attending who are within the early years age group. The nursery receives funding for the provision of free early education for children aged two-, three- and four-year-old children. Children can attend for a variety of days or sessions. The nursery supports children with special educational needs and/or disabilities. There are 10 members of staff working with the children, of whom seven hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- embed a system for monitoring the teaching practices to improve the quality and consistency across the staff group.

Inspection judgements

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

Staff have a good knowledge and understanding of how children learn and develop. They use this to ensure children are provided with a broad range of interesting and challenging experiences that meet their individual needs. Information regarding children's learning and development is gathered from parents when the children first join the nursery. Staff also gather information on an ongoing basis to ensure that children's interests are used to effectively plan challenging and interesting activities. Planning, observations and assessments are used effectively to support children's learning and development. As a result, children are making good progress. Any potential gaps are quickly identified and planned for to ensure children's progress is consistent. Staff provide children with a range of opportunities to prepare them for their next stage of learning. For example, the younger children are introduced to the routines of the next room prior to moving to support their understanding and skills in an environment that is familiar to them. The older children are supported through close links with the local schools as well as activities that are more structured and challenging. As a result, children are confident learners who settle quickly into their environment.

In general, the quality of teaching across the setting is very good. Staff use a range of skilful questioning, demonstrations and interactions to support the children's learning and development. As a result, children are making good progress as they are focused and motivated to learn. Staff sit alongside children during their play to support and encourage

them in activities while giving them opportunities to build on prior learning. For example, a group of children, who are building structures, do so with a clear purpose in mind; they modify and adapt the structure during their play to ensure that it is suitable for its planned use. Staff challenge the children through skilful questioning to determine for what reason and why they are making the changes. This results in the children developing their critical thinking skills. However, at times, the consistency of teaching can vary with less experienced staff. This means that some opportunities to extend children's learning and understanding are missed, particularly within the younger age group. For example, during snack and meal times, opportunities to talk about the food available are not used effectively to support children's understanding and language development.

Children have developmental journals that contain detailed information about their progress towards the early learning goals. This includes information gathered from parents on entry to the setting as well as ongoing information regarding children's interests and wow moments from home. As a result, staff have a clear understanding of children's individual needs and they are able to reach their full potential. There is a good range of observations, photographs and examples of children's own work. Children's progress is regularly tracked against the seven areas of learning and age-related expectations. Next steps for learning are drawn from observations and assessments, and are used to provide a balanced range of child-initiated and adult-led activities. Parents enjoy regular feedback regarding their children's learning and development through daily diaries, parents' evenings and the assessment records.

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

Staff take time to get to know children and their families to ensure that children settle well into the nursery. Taster sessions are offered so that children can settle in gradually, based on their individual needs. This, along with an effective key-person system, ensures that children are developing secure attachments. As a result, the anxiety that the children and their families may feel as a result of change are reduced and this assists the transition from home so that it happens smoothly. Staff warmly greet children and their parents at the start of each session. Parents comment that the staff support their children to provide their parents with feedback regarding their day. This means that children have to think and recall their learning while also developing their independence and language skills.

Staff are effective role models and are deployed well. They ensure that the children quickly learn about behaviour expectations through well-organised routines and successful modelling. This helps children feel emotionally secure as they develop a strong sense of belonging. Children are encouraged from an early age to tidy away toys, and staff make this fun to support the children's desire to participate. Children learn to develop empathy and concern for others and use this during their play and interactions to resolve differences. For example, two children want the same toy to play with and an older child resolves the situation by asking staff for the egg timer so that they can time how long each child uses the toy for. Children develop a positive attitude to learning, as staff join in their games. For example, staff engage in action songs and rhymes, motivating children and encouraging them to join in. Children who are unsure are praised for participating, helping to raise their confidence.

Children have access to a good range of age-appropriate resources which they use as they choose. Resources are clearly labelled and accessible, encouraging children to make independent choices. Children manage their own personal hygiene routines and demonstrate good self-care skills. The outdoor area is used flexibly and provides an extension to the indoor learning environment. Children engage in a range of different activities to promote their physical development. This helps to promote their physical well-being and enables them to learn how to assess and manage risks safely. For example, children use physical climbing equipment safely and look out for other children when using ride-on toy vehicles. Children grow plants and vegetables and are developing an understanding for growth and new life. For example, children are aware that the scarecrow scares away the birds so that the vegetables can grow. They water and care for the plants, and use them for tasting, to support their understanding of a healthy diet and the food chain.

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

Staff are fully aware of the signs and symptoms of possible abuse and their responsibility to report these to the designated safeguarding person within the nursery. They are also aware of their responsibility for reporting concerns themselves to the relevant agencies should they feel their concerns were not appropriately dealt with. The use of mobile phones and cameras are clearly reinforced with staff and visitors. This ensures that children's safety is never compromised. Comprehensive written policies and procedures clarify safeguarding expectations within the nursery and these are on display for parents to see. This ensures that everyone is aware of their responsibility in protecting children. Recruitment procedures are robust and ensure that safeguarding is a priority from the moment staff take up their posts at the nursery. References are sought and original qualification certificated verified, and any gaps in employment are discussed at the interview stage of the process. Disclosure and Barring Service checks are used to confirm that staff are suitable to work with children and annual declarations are used to support staff's ongoing suitability.

The managers evaluate the quality of the provision taking into account the views of staff, children and parents. They have identified areas for development through detailed self-evaluation. The managers have high expectations and are fully committed to improving the nursery so that it meets the highest standards and offers the best experience for the children. Staff feel valued by the management team and are supported to increase their knowledge, understanding and skills through regular training opportunities. Monitoring of planning and assessment is consistent and ensure that all children are making progress, and that any gaps are identified quickly so that timely interventions can be sought. Monitoring of the quality of teaching is not yet fully embedded, resulting in the minor inconsistencies.

Partnerships with parents are good. Information is shared with parents through daily feedback, parents' evenings and newsletters. Parents share information regarding

children's interests and learning at home to support staff in planning suitable activities that meet the needs of the children. Parents comment that the setting is 'great' and that they provide children with activities that challenge their learning. Partnerships with external agencies are well established and make a strong contribution to meeting children's needs. Managers and staff share detailed information regarding children's needs, abilities and progress with other settings who provide shared care and education for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY345281
Local authority	Staffordshire
Inspection number	863082
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	50
Name of provider	Wendy Margaret Harrison
Date of previous inspection	20/05/2010
Telephone number	01785 822229

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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.

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.

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