

Rose Hill Nursery

Rosehill Nursery, Thomas Wall Pavilion, Thomas Wall Park, Green Lane, MORDEN, Surrey, SM4 6SL

Inspection date	18/11/2014
Previous inspection date	03/12/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children benefit from a welcoming and well-organised environment.
- Staff plan and provide an interesting variety of activities and experiences for children that help them to make good progress in their learning.
- Staff work closely with parents and keep them well informed about their child.
- The staff team works hard to make changes and improvements where needed and is committed to continually developing the provision.

It is not yet outstanding because

- The staff's organisation for lunchtime routines does not always fully take into account the needs of the younger children who want to sleep.
- Staff have not fully developed opportunities for children to use every day 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children taking part in indoor and outdoor activities.
- The inspector had discussions with the management team and staff.
- The inspector sampled records including children's files, planning, development plans and staff suitability records.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents at the nursery and took account of their views.

Inspector

Rebecca Khabbazi

Full report

Information about the setting

Rosehill Day Nursery registered in 2013. It is one of seven nurseries owned privately by the same provider in the south-east of England. It operates from purpose-built premises in a park near Rosehill, within the London Borough of Sutton. Children have access to two main playrooms and there is an enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 93 children in the early years age range on roll. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery supports children who have special educational needs and/or disabilities and children who are learning English as an additional language. There are 15 members of staff who work with the children, including the manager. One staff member has Early Years Professional Status. There are 11 members of staff with relevant qualifications at level 3, two who hold qualifications at level 2 and one apprentice.

What the setting needs to do to improve further

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

- review the lunchtime routines to meet the younger children's well-being more effectively

- extend opportunities for children to use everyday technology to further support their understanding of the world.

Inspection judgements

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

Staff gather detailed information about each child's background, starting points and needs before they start at the nursery. They talk to parents during settling-in visits and ask them to fill in comprehensive registration forms. This helps them get to know children well and provide any support they need. Staff show a good understanding of how children learn through play. They have improved their confidence in using the systems in place for assessing children since the last inspection. They make regular observations of children's achievements and use this information purposefully to plan activities for children that are well matched to their interests and needs. The staff ensure that they review children's next steps regularly to monitor every child's development. As a result, children make good progress in their learning. Staff keep parents very well informed. They talk to them each day to provide feedback, provide weekly summaries in a contact book and monthly

progress reviews. In addition, they provide parents with detailed information about the activities children do at nursery, with ideas for how they can continue these at home. This approach means that parents are effectively involved in their child's learning.

Staff teach children a range of useful skills that prepare them well for the next stage of learning and for school. They support children's communication and language skills well. They engage younger children in stories and songs by using a variety of props such as puppets. This helps to hold the children's attention and develop their listening skills. Staff encourage older children to join in conversations and they introduce new words to extend their vocabulary. They give children time to answer questions, which builds their confidence to express their ideas. Staff support children who are learning English as an additional language appropriately by finding out words from home. Where children need extra support with their speech development, staff include them by using a range of useful strategies. These include sign language, cue cards and a visual timetable. Staff provide good opportunities for children to write and draw as they play. During the inspection, children used their imaginations when they took and wrote down an order of fruit and vegetables in the role-play area. Staff encouraged older children as they sounded out the letters of their name during small group activities and helped them to practise forming familiar words.

Staff make good use of day-to-day opportunities to encourage children to count and use numbers. Children count out the plates at lunchtime and stimulate children's curiosity about the world around them when they play outside. At the inspection, they provided children with magnifying containers when they found a bug and encouraged them to examine its features closely.

Staff make the most of diversity to help children learn about the wider world. Children enjoy celebrating Diwali by tasting special food and learning about Mendhi hand painting. Staff provide children with some opportunities to use technology such as telephones and cash registers in the home corner. However, the children's cameras available have not had any batteries for some time so children are not able to use them to take their own photographs. The children also do not have access to the compact disc player, which is kept on a high shelf, or to the microphones to record and replay their voice recordings. Therefore opportunities to explore every day technology are not always fully developed as a part of daily activities, to support children's understanding of the world.

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

Children settle quickly in the nursery due to the effective key-person system. They benefit from consistent carers who get to know them well. Staff are warm, caring and attentive to children's needs. This helps children to feel secure and effectively supports their emotional and physical well-being. Staff meet children's individual needs well overall. However, lunchtime routines are currently organised around staffing arrangements at this time and this means the youngest children cannot always sleep as soon as they might want to.

Staff offer children consistent support and guidance. They remind children to listen

carefully, be kind to each other and to take turns and share. This helps children behave well. Children quickly become familiar with the routines and expectations of the nursery. They sit quietly for a story and line up ready to go outside, developing good skills in preparation for when they move on to school.

The nursery is welcoming and suitably maintained. Space is well organised and children have access to a wide variety of suitable resources according to their age and needs. Children grow in confidence and independence as they select from the range of easily accessible play materials. Staff make daily checks of the nursery and the outdoor area so that children can play safely. They supervise children vigilantly at all times and have clear roles and responsibilities throughout the day in order to promote children's safety. Children learn about risks and how to keep themselves safe when they learn why broken toys may hurt them, so they need to throw them away. Staff remind them why they should not run inside and show them how to use equipment such as scissors safely. Children take part in regular fire drills so that everyone knows what to do in an emergency.

Staff promote children's good health effectively. Children learn to manage their own personal care needs when they wash their hands before they eat. Staff follow careful procedures for changing nappies, such as wearing aprons and gloves, which helps to minimise the risk of cross-contamination. Children benefit from well-balanced meals and snacks that take into account their nutritional needs. During the inspection, they enjoyed crackers and cheese spread at snack time and curry and rice for lunch. Older children gained useful self-care skills when they spread their own topping on their cracker and served their own lunch with big spoons. Children play outside every day as part of a healthy lifestyle. They have fun practising their physical skills as they run around, ride bicycles or have a turn on the climbing frame.

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

Since the last inspection, staff have improved their understanding of safeguarding. They now have a secure understanding of their responsibilities in relation to child protection. All staff have completed training as well as receiving in-house mentoring. They understand the procedures to follow if they have concerns about a child's welfare to help to protect children. Appropriate recruitment checks are in place for all staff, to ensure that they are suitable to work with children. All required documentation is in place that supports the smooth day-to-day running of the nursery. The manager monitors staff performance effectively through observations of their practice, supervision sessions and staff meetings. Staff attend local courses and receive in-house training to develop and extend their skills. For instance, some staff members have recently completed courses to support their practice in working with children with special educational needs and/or disabilities. This has had a positive impact on how all children are included in the nursery.

Staff have also developed their understanding of the learning and development requirements and their confidence in making assessments since the last inspection. As a

result, they now monitor children's progress closely. This helps them to quickly identify any gaps in learning or areas for additional support. They work effectively in partnership with other professionals to include any children's additional needs and these children make good progress in their care. Staff constantly reflect on their practice and the management team encourages them to contribute their ideas to the self-evaluation process. Parents are also invited to make suggestions through feedback questionnaires. Staff make changes that have a positive impact on outcomes for children. For example, they have introduced a digging and planting area outdoors that is now well used by children as they explore and investigate the natural world. Staff also recently reviewed snack times and made these more social, focused occasions by sitting children in their key groups. The nursery has recently been redecorated and work is almost finished on a new room for children. This will provide additional space for the youngest children and a playroom that is specifically designed around their needs.

Staff have positive relationships with parents and welcome them warmly into the nursery. They keep parents well informed through daily conversations, contact books, reviews, newsletters and the notice board. Parents also have access to a wide range of written policies and procedures. Parents comment that they particularly value the friendly and welcoming staff team. They say their children are happy at the nursery and they are satisfied that they are safe and well cared for.

The Childcare Register

The requirements for the compulsory 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	EY461151
Local authority	Sutton
Inspection number	962587
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	48
Number of children on roll	93
Name of provider	Places For Children Limited
Date of previous inspection	03/12/2013
Telephone number	02086443452

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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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Piccadilly Gate
Store St
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M1 2WD

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