

Rosemount Nursery

6 Grosvenor Road, LONDON, N10 2DS

Inspection date	16/12/2014
Previous inspection date	10/01/2014

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

- Staff promote children's personal, social and emotional development very well. Therefore, children are happy, settled and secure, and form strong relationships.
- Staff know children well and use effective teaching skills. As a result, children show good levels of involvement in their activities, make good progress and become ready for the next steps in their learning.
- Staff prioritise the safety of the children and have strong knowledge of the safeguarding policies and procedures. Therefore, children are kept safe.
- The provider implements new strong monitoring systems and encourages self-reflective practice amongst the staff. As a result, they offer good quality provision for all children.
- Parents are consistently encouraged to contribute to their child's learning and staff work closely with other professionals. Therefore, children access timely support in their learning and educational gaps close rapidly.

It is not yet outstanding because

- Occasionally, large group activities do not take into account children's varying levels of interest and ability to make the best of the learning opportunities.
- Children are not always encouraged to increase their independence at mealtimes.

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 had a tour of the nursery with the deputy manager.
- The inspector took account of the views of parents.
- The inspector carried out joint observations with the provider and one of the managers.
- The inspector observed children's activities and sampled children's records.
- The inspector held a leadership and management meeting with the provider and sampled key documentation.

Inspector

Carolina Montesinos

Full report

Information about the setting

Rosemount Pre-School Nursery Limited is privately owned and was registered in 2008 following a change of ownership. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from five ground floor rooms of a detached house in Haringey. Children have access to an enclosed garden. The nursery operates every weekday between 8am and 6pm for 50 weeks of the year. Children may attend a variety of sessions. There are currently 55 children on roll in the early years age range, aged from two to five years. This includes children with special educational needs and/or disabilities, and children with English as an additional language. A team of seven staff, including the owner, work with the children. All of them hold level 3 qualifications in early years and childcare. The setting receives funding to provide free early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- further develop the organisation of large group activities to extend learning at all levels, taking into account the varying levels of interest, ability and concentration of the children
- enhance opportunities for children to further develop growing independence and self-help skills at mealtimes.

Inspection judgements

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

Staff successfully support children's personal, social and emotional development. As a result, children settle well, become confident learners, play cooperatively and build positive relationships with each other. Staff make good use of their voices and questions to enthuse the children. Therefore, children are keen to participate in activities and engage in purposeful play throughout the day. For example, staff sit with the children in the home corner and become engaged in role-play with the children and talk about what they do at home. Staff support children's language development through repetition, labelling, singing and music activities. Young children, including those who are new to the setting, explore rhyme and rhythm as they sing Christmas songs and play musical instruments at circle time. At the same time, staff provide ample opportunities for conversation throughout the day. As a result, older children use complex sentences in their conversations and are confident in expressing their ideas as they share their experiences. For example, a child said, 'I made a beautiful pink heart' when showing her

creation to the staff.

Staff use a range of effective strategies to support children with special educational needs and/or disabilities, and those who are learning English as an additional language. They use visual timetables, gestures and simple sign language. Staff also work closely with parents and encourage children to use their home language at nursery. As a result, children's language development is well supported and children develop motivation to drive their own learning further. Staff promote children's knowledge of mathematics well through using questions which allow children to work out their own way to do things. For example, during a planned mathematics activity, children learned to use thinking skills to organise, count and compare shapes, materials and objects provided. This effectively prepares children for the next steps in their learning. However, occasionally, large group activities do not consider children's varying levels of interest, ability or concentration. As a result, although most children persevere in such activities, some older children find it hard to remain engaged. Nonetheless, staff are quick to identify areas for development, which helps them set the next steps for children's learning.

Staff know children well and use effective teaching skills to involve and support children's learning. They carefully observe children in order to plan focus activities to guide and demonstrate key skills. At the same time, they organise the environment to allow children to take risks as they play and explore. For instance, children choose a range of indoor or outdoor activities, such as digging, climbing, water play, painting, role play or reading a story in the quiet area as part of their free-choice play. Staff have high expectations of all children based on their prior assessments, therefore, they re-shape and adapt their activities in order to more closely target individual needs. As a result, children show good levels of involvement in their activities and make good progress in their learning.

Staff promote strong partnerships and consistent two-way communication with parents. They have successfully managed to engage parents in contributing to children's initial and ongoing assessments, including the progress checks for two-year-old children. This promotes a unified approach to effectively support children's learning and development.

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

Children arrive happily in the nursery and are enthusiastic to find their name cards for self-registration and to choose where to play first. The key-person system works very well in providing strong relationships for children. Parents speak highly of the 'amazing' staff team and comment on the excellent support children receive as they settle. This means children develop secure attachments and a sense of belonging in a welcoming and enabling environment.

The key-person system promotes children's wellbeing and helps them form strong bonds. Staff are sensitive to children's care needs and work closely with parents to plan strategies to support children through effective settling-in times. For example, staff gather key information about the children, such as their favourite toys or comforters and key words in the children's home language, which helps provide consistency of care. Therefore, children

learn to manage change very well. Staff are good role models and use gentle, polite words with the children when giving instructions and interacting with them. Therefore, children learn to play well with each other and learn to share and respect one another.

There is a purposeful and calm atmosphere in the nursery and all children behave very well according to their age. Staff offer a good balance of independence and support as part of their teaching strategies. For example, during a play dough activity, staff gave children space to explore different resources and textures but knew when to intervene to provide encouragement and support to children who needed it. Staff also praised children's efforts and achievements. As a result, children feel safe to have a go at new experiences and to ask for help when needed. This has a very positive effect on children's self-esteem and their desire for learning.

Children have daily access to outdoor play and fresh air in the nursery's enclosed garden. Outside, children have opportunities to develop large muscle skills, as they run, climb and ride wheeled toys. Children concentrate on their arts and crafts activities, using their hands, fingers and tongs for extended periods of time, which supports their development of early writing and physical skills. They also learn about the natural world as they participate in planting and growing activities and explore in a sensory garden. Staff offer balanced and nutritious vegetarian meals to children and make water accessible to drink throughout the day. Menus are made available for parents and special diets or allergies are considered to promote children's health. Staff have conversations about the positive effect of eating healthy food and exercise with the children at lunch time. However, opportunities to promote children's self-help skills and independence are not always maximised, as lunch is served for them and placed on the table by the adults every day.

Staff prioritise the safety and the well-being of the children. All staff have robust knowledge of their policies and procedures and understand their role in keeping children safe. All staff including those who recently joined know the correct procedures to follow if they have concerns about a child. Staff conduct careful opening and closing checks of the premises to ensure resources are suitable and the environment is safe for children to play. Staff also supervise children's play well and set positive boundaries to children, which involve reminders to share. As a result, children show increasing control over their actions, move safely in an open-plan environment and play well with each other.

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

The provider has a good understanding of the learning and development requirements. As a result, he has successfully addressed actions and recommendations from previous inspections. There are now robust monitoring systems in place, which ensure children's observations, assessments and planning are consistent and that the educational programmes are delivered effectively to meet the needs of all the children. Effective early intervention systems ensure most children are working at expected levels of development and those children who fall behind receive focused support, which enables them to make good progress from their starting points. The staff are well supported by the management

to fulfill their responsibilities to meet the requirements of the Early Years Foundation Stage.

An established programme of professional development helps staff improve their knowledge, understanding and practice through access to training, staff observations, team meetings and annual appraisals. For instance, three members of staff are currently completing a foundation degree. This has a positive impact of outcomes for children. The provider has a positive attitude for improvement and welcomes support from local authority professionals in order to effectively evaluate the provision and create their action plans. This helps the management of the setting to identify needs for development and plan for continuous improvement.

The provider has a good understanding of the safeguarding and welfare requirements. All required policies are in place and documentation is well organised and made easily available for inspection. The provider uses robust recruitment, induction and supervision systems to help ensure people working with the children are suitable and their practice is good. This involves completing Disclosure and Barring Service checks for every new member of staff, implementing a detailed induction plan, and carrying out regular staff observations and thorough supervisions. As a result, policies and procedures are implemented consistently and staff work confidently within their roles, helping ensure children's welfare is protected. There are strong risk assessment systems in place, which involve daily checks of the premises and effective staff deployment. Staff also access regular updates on their safeguarding, health and safety and paediatric first-aid training, and conduct fire evacuation drills.

Partnerships with parents are strong and help create a homely atmosphere. Children's learning records are shared with parents and they access a wealth of information in the form of displays, reports and daily face-to-face communications. Systems for effective working with local schools and external professionals are in place to provide continuity and consistency for children's care and learning. Parents comment that children 'adore' their key person and constantly talk about them and their activities at home. They are very appreciative of the information they receive about their children's learning, development and progress and feel children are being prepared very well for moving on to school.

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	EY369641
Local authority	Haringey
Inspection number	962848
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	55
Name of provider	Rosemount Pre-School Nursery Limited
Date of previous inspection	10/01/2014
Telephone number	02088 835 842

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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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