

# Rosedale College Nursery

Rosedale College, Wood End Green Road, HAYES, Middlesex, UB3 2SE



## Inspection date

14 April 2015

Previous inspection date

16 September 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Senior staff do not always focus well on how they monitor staff deployment and interactions with children. Therefore, they are not fully able to improve the quality of teaching, or consistently meet children's needs well.
- Systems to monitor children's learning and development are not always thorough or consistent. This means that senior staff do not fully monitor the quality of assessment and planning processes. Therefore, they are not fully aware of the progress children make.
- Staff do not have an accurate picture of children's development on entry to nursery. They do not consistently use their assessments of children's learning to plan and resource activities that will further challenge children and enable them to make good progress.
- The provider has not reflected well on the provision of care. This means that some of the recommendations set at the last inspection have not been met.

### It has the following strengths

- Staff implement policies, procedures and risk assessments to promote the health, safety and well-being of children. They understand how to safeguard children and how to implement child protection procedures, to promote children's welfare.
- Staff promote positive partnerships with parents. They provide informative feedback at the end of the day, to help promote consistency of care and learning for children.
- There are established partnerships with external professionals.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that staff are always deployed effectively, to teach children, interact with them and to ensure all children's individual needs are met well
- establish what children know and their individual interests on entry to form a base point from which to assess their ongoing progress, and plan and resource challenging activities that interest them
- monitor the consistency of staff assessment and planning processes, to fully promote children's learning and development needs.

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

- develop the systems used for evaluating the effectiveness of the provision, in order to improve the quality of provision for children.

### Inspection activities

- The inspector observed children in their play and during their interactions with staff.
- The inspector conducted a joint observation with the manager. They discussed how staff plan for children's learning.
- The inspector spoke to children, staff and parents.
- The inspector met with the provider and the manager and discussed their plans for future improvement.
- The inspector sampled the provider's documentation and children's records.

### Inspector

Aileen Finan

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff do not have a consistent understanding of children's achievements. Settling-in procedures promote good relationships. However, staff knowledge of children's development on entry is not thorough. Staff understand the learning and development requirements, however, the quality of teaching is variable. Staff are not always deployed well enough to interact with children effectively and they do not routinely involve all children in group activities. This means that some children become distracted and are not motivated to take part. Staff miss essential opportunities to develop children's skills, for instance, by encouraging them to count the cups and plates as they set the table for lunch. Some children miss out on opportunities to engage with staff and talk about what they are doing, for example, when they are painting. Staff make observations of children's learning. However, this information is not used accurately enough to determine how well children are progressing and to plan their next steps in learning.

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

Staff are good role models. Each child has a key person who is attentive to children's physical needs. However, staff are not always deployed effectively enough to ensure that all children's learning needs are met, and that all children are supported in their readiness for the next stage of their learning. Overall, the environment is safe and welcoming. However, because the quality of teaching is variable, staff do not always make the best use of resources and space to provide good-quality learning experiences throughout the day. Nevertheless, children are happy and content. Babies, toddlers and pre-school aged children have warm bonds with staff and behave well. They enjoy healthy meals and are learning self-care and hygiene routines relative to their ages. There are many opportunities for the older children to play outdoors and staff make sure that babies have the opportunity for fresh air and exercise outdoors each day.

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

Senior managers do not fully monitor the effectiveness of assessment and planning. There is inconsistency in how managers supervise staff in order to promote their skills and deploy them well to teach children. This means that staff are not always confident to lead, or extend, activities. There are robust systems for recruitment and induction. Although staff are offered training to promote their professional development, it is not yet securely implemented to improve the quality of the provision. Staff value the views of children and their ideas for play. However, staff have not evaluated their practice effectively to maintain continuous improvement.

## Setting details

<b>Unique reference number</b>	EY363004
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	986256
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	65
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Rosedale College Governing Body
<b>Date of previous inspection</b>	16 September 2008
<b>Telephone number</b>	0208 734 2908

Rosedale College Nursery registered in 2008 and is situated in Hayes, Middlesex, in the London Borough of Hillingdon. The nursery is open each weekday, from 8am to 6pm, for 52 weeks of the year. The provider is in receipt of funding for the provision of free early education to children aged two, three and four years. The provider employs 14 staff, all of whom hold early years qualifications at level 3 or above. The provider and the manager both hold Early Years Professional Status.

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