

The Rose Day Nursery

Market Place, Coleford, Glos, GL16 8AJ



Inspection date

28 April 2015

Previous inspection date

12 April 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Key-person arrangements are effective. Staff establish strong partnerships with parents and caring, affectionate relationships with children. Children demonstrate they are happy and secure, and enjoy their time at the setting.
- The educational programme is good and teaching is effective. Children make particularly good progress in their personal, social and emotional development because staff use all opportunities to promote their independence and self-care skills. This helps prepare children well for school or the next stage in their learning.
- Staff plan activities each day to meet children's individual needs and to extend each child's learning. As a result, all children make good progress.
- Management clearly understands how to implement the requirements of the Early Years Foundation Stage, and how to keep children safe from harm. Risk assessments are robust, and staff involve children in fire drills to extend their understanding of how to keep themselves safe in an emergency.
- The management team is committed to continually improving practice. Since the last inspection, staff have strengthened their childcare knowledge through effective training. They are encouraged to reflect on the success of planning and the activities offered to improve outcomes for the children.

It is not yet outstanding because:

- Opportunities to fully promote children's early literacy skills in the outdoor play area are occasionally missed.
- Staff miss opportunities at lunchtime to maximise younger children's learning to make it as rich an experience as possible.

What the setting needs to do to improve further

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

- provide even more opportunities outdoors for children to develop their interests in books and literacy
- reconsider lunchtime routines so that all staff can focus on giving children a rich learning experience.

Inspection activities

- The inspector observed staff interactions with children and the impact this has on children's learning, in the playrooms and outdoors.
- The inspector completed a joint observation with one of the joint managers.
- The inspector examined a range of documentation, including children's development records, planning and monitoring data.
- The inspector had discussions with the owner, joint manager, staff, children and parents.
- The inspector checked evidence of suitability checks, and qualifications of staff working with the children.

Inspector

Jan Harvey

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Enthusiastic staff set up the playrooms and outdoor area with stimulating toys, equipment and activities. Children take an active role in their learning and decide their own play. They delight in making a box into an aeroplane and cooking tea in the mud kitchen. Staff engage with them and ask questions to develop their thinking skills and extend their learning. In circle time, staff introduce letters and sound games, and children enjoy sharing stories and books together. However, outside there are few resources accessible to promote children's early literacy skills. A key focus of staff is supporting children's early mathematical skills in play and everyday routines. Skilled staff play alongside babies in the well-organised, clean environment of the refurbished baby unit. Eager toddlers explore mixtures, sing rhymes and move around freely as caring staff sit with babies and gently sing to them. All staff use meaningful praise and children's self-esteem is developing well.

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

The nursery has a happy, busy atmosphere with confident children who clearly know the routines. New children settle quickly because the key-person system in place is effective. Children quickly feel valued and safe. Staff are positive role models who teach children how to behave, play safely and learn good manners. However, at lunchtime, too few staff sit with the children while others complete routine tasks, rather than support children's learning. Children benefit from long periods of uninterrupted play in the fresh air, which promotes their physical skills and well-being. Children are developing a good understanding of the importance of a healthy lifestyle. They know why they must wash their hands before they eat, or when they go back inside after playing outside.

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

Management has a secure understanding of the safeguarding and welfare requirements. Staff are aware of their role and responsibilities should they have a concern about a child. Since the last inspection, the management team have addressed the recommendations set. A designated fire safety officer is in place who has attended relevant training. The staff team are committed to attending ongoing training and share this knowledge with other members through regular staff meetings. Supervision meetings are in place and as a result, staff feel supported and valued. This reflective practice means children benefit from good teaching, and interesting and challenging activities. Regular analysis of children's assessments means that any potential learning needs are recognised and met quickly. Staff work closely with parents and other professionals to support children's individual learning needs, and to ensure continuity of care for children. Parents comment that they value the friendly service, the informative daily handovers and the new home learning activities. These help parents feel involved in their children's learning.

Setting details

Unique reference number	101815
Local authority	Gloucestershire
Inspection number	845837
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	73
Name of provider	Gillian Margaret Warry
Date of previous inspection	12 April 2011
Telephone number	01594 835824

The Rose Day Nursery registered in 1999. The nursery operates from a converted stable situated in Coleford, in the Forest of Dean. The nursery is in receipt of funding for the provision of free early education for children aged two-, three- and four-years-old. The nursery is open each weekday between 8am and 6pm, for 50 weeks of the year. The owner holds a Certificate of Education and achieved Early Years Professional Status. She employs nine staff to work directly with the children. One of the joint managers has gained Early Years Teacher Status, and one holds a Foundation Degree in early years and National Vocational Qualification Level 3 in childcare and education. Five staff hold appropriate childcare qualifications at Level 3 and one holds a Level 2 qualification.

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