

Rosehill Early Years Centre

17-19 Lower Dale Road, DERBY, DE23 6WY



Inspection date 21 October 2015
Previous inspection date 27 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- A new manager has been appointed and vast improvements have been made since the last inspection. Staff access support from a network of professionals, including local authority advisers. The quality of the provision has been enhanced.
- The enthusiastic and caring staff team ensures that good relationships between children and themselves are well established. This supports children's emotional well-being effectively. Children are happy and settled.
- Staff promote a fully inclusive environment where diversity and cultural differences are respected and celebrated. Children learn to share, take turns and be kind to each other. This helps children to foster respect and acceptance of others in their community.
- The environment is well laid out, bright and inviting. Staff plan and provide a wide range of experiences that children are eager to explore and investigate. Children thoroughly enjoy playing and learning.
- Partnerships with parents are strong. Staff work hard to ensure there is a joint approach to children's care and learning. Transitions are handled sensitively, enabling children to make successful moves on to school. Parents are extremely positive about the care their children receive and the good progress they make.

It is not yet outstanding because:

- Staff do not always precisely address the different needs and abilities of children during adult-led activities.
- Systems have not been established to monitor the progress of different groups of children.

What the setting needs to do to improve further

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

- improve the planning and teaching of adult-led activities and adapt experiences to suit the different abilities and needs of the children
- make better use of information gained from assessment to check the progress made by different groups of children and ensure that those who are making slower progress are supported to catch up more rapidly.

Inspection activities

- The inspector observed activities inside and outside.
- The inspector conducted a joint observation with the deputy manager.
- The inspector spoke to managers, staff and children at appropriate times during the inspection.
- The inspector looked at children's learning journey progress records, the planning documentation, evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management is good

The provider has evaluated the provision and put detailed plans in place to ensure all previous actions have been addressed. Staff have attended training to raise the quality of teaching. A high priority has been placed on helping staff improve the way they support children's language and communication development. Staff make very good use of questions, stories, songs and rhymes to support children in developing their speaking and listening skills. Leaders and managers have a good overview of the progress individual children make. Any gaps in learning are swiftly identified and staff plan experiences to extend children's learning and narrow the gap. However, they have not extended this system to monitor any variations in the progress of different groups of children who attend. They do not have a clear enough view of which groups need most support. Arrangements for safeguarding are effective. Staff know the correct procedures to follow if they have any concerns about children in their care.

Quality of teaching, learning and assessment is good

All staff are qualified and have a good understanding of how children learn and develop through play. Overall, the quality of teaching is good. Staff plan effectively to provide an interesting and varied range of activities based on the children's starting points and individual interests. Children learn about mathematical concepts as they play in water. Staff encourage them to count and measure as they use containers and jugs to fill and pour. Staff enhance children's understanding of colour as they encourage them to mix paints. Children delight as they call out the colours as they change. However, staff do not always consider the different ages and abilities of the children when planning adult-led activities for groups of children. Some children need more reinforcement to understand, while others are not always suitably challenged. On these occasions, learning is not rapid enough.

Personal development, behaviour and welfare are good

Staff are good role models. They remind children of simple routines and boundaries. Children behave very well. Staff share and exchange information about children's care with parents on a daily basis. Staff promote healthy lifestyles well. Children have plenty of opportunities for fresh air and physical exercise in the outdoor area. They chase bubbles, roll hoops and knock over skittles. Children enjoy a range of nutritious meals and snacks. They understand the need for hygienic practices, such as washing their hands before meals. When staff ask children why they need to wash their hands they confidently explain that their hands have germs on.

Outcomes for children are good

All children make good progress based on their starting points, including those who are eligible for additional funding. Independence skills are promoted well. Older children help to prepare their own snack by cutting fruit and they pour their own drinks. When snack time is over they tidy up and wash the dishes independently. Children gain a range of valuable skills to prepare them for the next stage of their education at nursery or school.

Setting details

Unique reference number	EY440893
Local authority	Derby, City of
Inspection number	1016459
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	40
Number of children on roll	29
Name of provider	4 Children
Date of previous inspection	27 May 2015
Telephone number	01332383719

Rosehill Early Years Centre re-registered in 2012 and is run by 4Children. The nursery employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, three hold level 2 and the manager holds level 6. The nursery opens Monday to Friday all year round, except for the week between Christmas and New Year, and on bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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