

Rosy Cheeks Nursery (Bentilee)

Bentilee Nursery, Chelmsford Drive, Stoke On Trent, ST2 0JW



Inspection date	3 December 2015
Previous inspection date	7 August 2014

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

- Lessons have been learned following a significant incident in June 2015. Leaders acted quickly to ensure that procedures and practices secure the welfare of children. Staff are vigilant and closely supervise the children both inside and outdoors. Effective monitoring ensures that staff know where each child is at all times.
- Leaders and staff are reflective practitioners. Performance management arrangements are robust and ensure that staff receive good quality training, supervision and support.
- Most children start the nursery with skills and abilities well below those typical for their age. Staff plan exciting activities and experiences which help children to make rapid and sustained progress. Good quality teaching enthuses and motivates the children.
- Staff recognise parents as their children's first and most important educators. Partnership with parents is effective. Parents regularly contribute to their child's learning journals. They eagerly share what their child has achieved at home.
- Expectations of good behaviour are embedded in practice. Children develop social skills, confidence and self-esteem in the care of well qualified and trusted staff.

It is not yet outstanding because:

- On occasions, some of the younger children are not sufficiently challenged in their learning.
- Staff do not always plan activities to support children's knowledge and use of information technology.

What the setting needs to do to improve further

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

- enhance children's knowledge and use of information technology to support their learning and understanding of how things work
- boost the learning and progress of the younger children by providing them with greater challenge.

Inspection activities

- The inspection was carried out as a result of a risk assessment following a significant incident which took place in June 2015, when a child was left unsupervised in the outdoor play area.
- The inspector reviewed the improvements leaders have made since the last inspection and their plans for future improvement.
- The inspector observed children during a range of play and learning activities in the designated play areas, including outdoors.
- The inspector held meetings with the leaders and staff.
- The inspector looked at a range of documentation including children's learning journals and the adults' planning of children's learning and development activities.
- The inspector checked evidence of the suitability of all adults working at the nursery, including committee members, and the professional qualifications and training of staff and leaders.
- The inspector conducted a joint observation with the leader.
- The inspector took account of the views of parents and those of children spoken to on the day.
- The inspector explored the security of the premises and how effectively the provider has identified and taken steps to minimise any potential risks.

Inspector

Deborah Jane Udakis

Inspection findings

Effectiveness of the leadership and management is good

Leaders closely track and monitor children's progress and they check the accuracy and validity of the staff's assessments. Their data shows that the large majority of children make good progress and reach typical levels of development by the time they start in the pre-school room. Those children who have not yet caught up in their learning receive targeted support so that they continue to make good progress toward the early learning goals. Good leadership and close working relationships with other key partners helps to drive improvements in practice. For instance, health visitors and key persons work together to complete two-year-old development checks; and joint initiatives, agreed with the local children's centre and the speech and language therapist, support children's communication and language development. Effective partnership with the locality social worker ensures leaders seek immediate advice when they have concerns about the welfare of a child. The arrangements to safeguard children are effective.

Quality of teaching, learning and assessment is good

Staff help children to develop their language and the use of expressive words and ideas. Children develop their critical thinking skills, as staff provide good quality activities that build on what the children already know. Staff organise the routines of the day to suit the needs of the children. The children know what is happening next and this helps them to prepare for changes in activities during the day. The effective use of the outdoor play spaces contribute to the positive learning experiences for children. The younger children explore the natural world in the mud kitchen as they search for spiders, ants and worms. Adult led Active Bee sessions are extremely popular and help children to develop their physical skills and hand and eye coordination. A range of large physical equipment outside helps children to develop their strength, balance and agility.

Personal development, behaviour and welfare are good

Children are safe and secure in the care of trusted staff. As a result, they behave well and follow instructions from staff. Children attend regularly and arrive prepared for learning. They confidently approach staff for reassurance and support; secure emotional attachments are made. Children with disabilities and special education needs, and those new to English, are well supported. Additional funding is used effectively to support the most vulnerable children. Consequently, they too make good progress in their learning and development. They become increasingly confident as they socialise with other children and participate in all of the activities with the support of staff.

Outcomes for children are good

During story time, pre-school children recall the sequence of events and predict what happens next. They show empathy with the feelings of the child in the story and those of the dinosaur. They respond to the staff's questions and demonstrate good listening skills and attention. The older children memorise a wide range of Christmas songs with complex lyrics and multiple verses in preparation for a themed concert. They sing enthusiastically

and show a good understanding of rhythm. Children are increasingly confident learners and are well prepared for their continuing education.

Setting details

Unique reference number	EY473628
Local authority	Stoke on Trent
Inspection number	1030687
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	62
Number of children on roll	81
Name of provider	Rosy Cheeks Nurseries Limited
Date of previous inspection	7 August 2014
Telephone number	01782 287 875

Rosy Cheeks Nursery (Bentilee) was registered in 2014. The nursery operates from a single storey building in Bentilee, Stoke. The nursery opens Monday to Friday, from 8am to 5pm, all year round, including bank holidays and closes only for the Christmas week. The nursery receives funding for the provision of free early years education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are nine staff members working directly with children. One individual has Early Years Professional Status, one has a level 4 qualification, and five have relevant level 3 qualifications. In addition, two apprentices are working towards an appropriate level 3 qualification.

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