

Rosy Cheeks Nursery

The Old Church, 251 High Street, STOKE-ON-TRENT, ST6 5EG



Inspection date 27 January 2016
Previous inspection date 18 July 2011

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

- Children and families who are in most need of support are identified swiftly through the effective monitoring systems. The nursery works well with local agencies to provide family support in the home and to close gaps in children's learning.
- Staff are well qualified and access regular training. They have attended child protection training and are able to identify the signs of abuse or neglect. Staff have also attended training to promote children's communication and language development. Children who speak English as an additional language are supported to make good progress.
- The nursery has good links with the local schools. They meet with school staff regularly through a local collaborative meeting. Children are developing the skills they need for school. For example, they learn to sit quietly and concentrate at circle times.
- The quality of the environment is excellent. Children in all rooms have access to a wide range of resources that promotes all areas of their development. The nursery has purchased technology resources, such as metal detectors. This helps to promote children's ability to operate technological equipment independently.

It is not yet outstanding because:

- The management team has not communicated their plans for improvement effectively enough. Therefore, not all staff are aware of these. As a result, action taken to improve is not yet concerted.
- Staff working in the 'little cats' room have high expectations of all children. They deliver challenging activities, in order to promote children's learning. However, children who are new to the room need some further support to enable them to be fully engaged.
- Staff who are new to some of the rooms do not yet fully know the daily routines. As a result, some parts of the routine are not smooth, meaning on occasions children are not fully occupied.

What the setting needs to do to improve further

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

- share the plans for improvement with all staff to develop their knowledge of the nursery's vision and enable the progress of the nursery to be accelerated further
- provide further support for children new to the 'little cats' room to build on their concentration skills and help them to be fully engaged in learning during group times
- support staff who are new to rooms more effectively to quickly become familiar with the daily routines, so they implement them smoothly and children are occupied fully.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation and an observation of outdoor learning with a member of the management team.
- The inspector held a meeting with a member of the management team. He looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Scott Oliver Thomas

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The management team has a thorough knowledge of how to promote children's well-being and learning. Staff regularly undertake risk assessments to ensure the environment is safe. Managers follow safer recruitment procedures to check whether staff are suitable to work with children. They regularly review staff's performance. Staff know their strengths and areas for improvement. This helps them to build on their already good teaching and care. Children's progress is monitored effectively. Children who need additional support with their learning take part in targeted teaching groups. This means any gaps in their learning are closed swiftly. The nursery uses additional funding for specific children well. They have purchased resources for parents to use at home with their children. For example, children with speech and language delay have access to books and props to use at home.

Quality of teaching, learning and assessment is good

Parents are actively involved in their children's learning. They contribute to assessments of children's progress, including those completed alongside health visitors. They are kept well informed about their children's progress and are given information about activities they can complete at home with them. Younger children are taught all the skills they need ready for the next stage in their learning. Staff place a strong emphasis on promoting their communication and language skills. They use phonics sessions to encourage correct pronunciation of sounds. Children are well prepared for school. Staff promote children's mathematical and problem-solving skills effectively. Staff encourage children to make predictions and use mathematical language in their play. For example, children guess if items will float or sink and hold them to check if they are light or heavy. Children's early writing skills are also promoted. Young children make marks in sand and older children attempt to write their name.

Personal development, behaviour and welfare are good

Children have a positive attitude about starting school. They meet their teacher prior to starting and staff share photographs of the school with them. Children are able to visit their school and they dress up in school uniform. This helps children to make a smooth transition to school. Children's behaviour is good. They are developing good social skills. They are encouraged to take turns. For example, staff use timers to regulate children's turn taking with popular activities. Children know staff well. They get comfort from them when they are upset and are pleased to see them when they arrive at the nursery. Children's good health is promoted well. They enjoy nutritious meals and regular exercise. Children are helped to develop good independence skills at mealtimes when they serve their food and pour their own drinks.

Outcomes for children are good

All children make good progress from their starting points. Babies' development is promoted well through a range of sensory experiences. Older children have the skills they need for school. The special educational needs coordinator works hard to ensure any additional needs of children are supported well to enable them to make good progress.

Setting details

Unique reference number	EY420783
Local authority	Stoke on Trent
Inspection number	852145
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	62
Number of children on roll	109
Name of provider	Rosy Cheeks Nurseries Limited
Date of previous inspection	18 July 2011
Telephone number	01782 821022

Rosy Cheeks Nursery was registered in 2011. The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status. The nursery opens from Monday to Friday, all year round, except for one week at Christmas. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery cares for disabled children and those with special educational needs.

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