

Rosegarth Day Nursery

82 Weston Lane, Southampton, Hampshire, SO19 9HG



Inspection date

10 February 2016

Previous inspection date

23 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Leadership is strong. The manager monitors the provision and staff practice effectively. Staff are supported well.
- Staff have a good understanding of how children learn. Careful monitoring of children's progress helps to ensure every child's learning needs are identified and met effectively. Children make good progress.
- Children develop an awareness of a healthy lifestyle. They are encouraged to be physically active and follow good hygiene routines. They enjoy freshly prepared healthy snacks and meals.
- Staff are positive role models. They speak calmly and politely to the children and each other. Good manners are encouraged. Children behave well and learn how to look after the resources. They enthusiastically help to tidy up.
- Children move freely between the well-equipped rooms and attractive garden. They make independent choices in their play and demonstrate increasing abilities to communicate their feelings. Staff encourage all children's communication and language, physical, personal, social and emotional development particularly well.

It is not yet outstanding because:

- Children do not have good opportunities to express their own ideas and creativity.
- The staff do not make the most of opportunities for children to learn about the community outside the nursery.

What the setting needs to do to improve further

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

- provide children with more encouragement to develop their own ideas and creativity
- improve the opportunities for children to learn about the community and environment outside the nursery.

Inspection activities

- The inspector toured the premises and viewed resources with the manager.
- The inspector observed the children and staff at play.
- The inspector examined records and documents provided by the manager and observed an activity with them.
- The inspector discussed the setting with parents.
- The inspector discussed the self-evaluation process with the manager.

Inspector

Lynne Lewington

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The premises and activities are carefully risk assessed and staff are all confident about the action they must take if they are concerned about the welfare of a child. Effective leadership ensures that staff understand their roles. Regular staff meetings and coaching help to improve how well staff work to meet the needs of the children. Teaching is strong and children enjoy a variety of well-planned experiences and activities to encourage their development. Positive partnerships with parents and professionals help to promote continuity of children's care and learning. Evaluation of the provision is effective, and well-targeted plans for improvement are implemented. Funding is used effectively to enhance children's learning opportunities. For example, children now have tablet computers that help to develop their interest in technology.

Quality of teaching, learning and assessment is good

Staff carefully assess the skills, knowledge and understanding of each child. They plan challenging activities and experiences to engage children and encourage them to develop their skills further. For example, children enjoyed listening and taking part in a familiar, traditional story. They recognised the different sizes of the bowls and spoons, and talked about the inappropriate behaviour of the characters. The younger children listened attentively and learnt from the older children. Staff use mathematical language in their conversations and children correctly use this language in their activities as they play. Parents share information about their children's development and are actively encouraged to keep staff well informed of progress and changes at home. Children can take books home to share with their parents, encouraging children to develop an interest in books and reading.

Personal development, behaviour and welfare are good

Children move freely between the many resources and activities set out in the attractive and stimulating nursery environment. They settle quickly when they arrive; they listen attentively and are keen to participate. All children develop secure and confident relationships with their key person and also get to know the other staff as they participate in activities. They learn to value others. Children learn about traditional and cultural events and use a variety of resources that reflect a diverse society.

Outcomes for children are good

The young children gradually develop personal independence in this warm and nurturing environment. All children, including those with special educational needs and those who are learning English as an additional language, achieve well. They develop good skills to support their future learning. They are confident and curious, and well prepared for the move to school.

Setting details

Unique reference number	131607
Local authority	Southampton
Inspection number	1028138
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	28
Number of children on roll	36
Name of provider	Kerina McManus
Date of previous inspection	23 January 2013
Telephone number	023 8032 6033

Rosegarth Day Nursery registered in 1997. It is in Weston, Southampton. The nursery is open each weekday from 8am to 6pm for 48 weeks of the year. The setting receives funding for the provision of free early years education for children aged two, three and four years. The nursery employs six members of staff, four of whom hold appropriate early years qualifications at level 3 and one at level 4.

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