

# Rosedale College Nursery

Rosedale College, Wood End Green Road, Hayes, Middlesex, UB3 2SE



<b>Inspection date</b>	21 March 2016
Previous inspection date	14 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	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

- The managers and staff have a strong commitment to the continuous improvement of the nursery. They have worked hard to implement very positive changes and develop the quality of the provision.
- Children enjoy learning. They are keen to take part as staff readily follow up their ideas and interests. This enables children to make good progress from their starting points.
- Partnership working with parents and other professionals is a strong feature of the nursery. Effective methods of communication keep parents exceptionally well informed about their child's progress and the activities they enjoy throughout the day.
- Children learn, from a young age, about the importance of being kind to one another. Staff manage children's behaviour positively and calmly. They offer children lots of praise, which raises children's self-esteem and confidence.
- The managers and staff help children to develop an awareness of, and respect for, the similarities and differences among people. For example, they discuss and celebrate a range of special cultural events with children.

### It is not yet outstanding because:

- Occasionally, when staff ask questions, they do not give children enough time to think about how to respond, before stepping in to answer for them.
- Staff do not always take opportunities to introduce mathematical language and ideas into children's everyday activities, to challenge children's thinking and develop their early mathematical skills fully.

## 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 sufficient time to think about and answer questions, to further develop their learning
- take every opportunity to introduce children to mathematical language and ideas, to help develop their early mathematical understanding even more.

### Inspection activities

- The inspector looked at the children's records, planning documentation, evidence of the suitability of staff working in the provision, and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents spoken with on the day of inspection.
- The inspector spoke with members of staff and children at appropriate times during the inspection, and held discussions with the manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector observed children taking part in a range of activities, both indoors and outdoors, and assessed the quality of care and teaching and the impact this has on children's learning, development and welfare.

### Inspector

Laxmi Patel

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff have a good understanding of their role in protecting children. They have good understanding of the procedures to follow should they be concerned about a child's welfare. Safeguarding is effective. The manager monitors teaching and provides support and training for staff, to continuously improve their skills and achieve good outcomes for children. The manager evaluates the provision well and has a good awareness of the nursery's strengths and weaknesses. She uses this knowledge to identify goals to drive improvements. For instance, she is working with staff to develop further opportunities for children to have fun learning in the outside area.

### Quality of teaching, learning and assessment is good

Staff have a secure knowledge of how children learn and develop. They carefully organise the environment so that children enjoy making choices from the interesting range of resources. They get to know the children well and are skilful in following children's individual interests and needs and helping to develop their imagination. For example, when children pretend to cook in the role-play area, staff join in with their play and pretend to eat the play food the children offer. Staff engage the children in meaningful conversations and ask questions, to build on their knowledge and extend their thinking. Staff make regular observations of children during their play, to assess their progress and plan activities that match their interests and learning needs. Staff work well with parents, to develop a shared approach to children's care and learning.

### Personal development, behaviour and welfare are good

Staff make their expectations for behaviour clear to children, and they act as good role models. As a result, children behave well. Staff provide a calm, supportive atmosphere for children to learn in. They use praise and encouragement to help support children's personal development. Staff teach children healthy daily routines. For example, they provide nutritious snacks and outdoor physical challenges. The manager and staff tailor settling-in procedures to ensure that children are happy and secure from the beginning. Staff obtain information from parents about what their children already know, can do and enjoy when they start to attend. This enables staff to measure children's progress and helps them support children's individual care and learning needs from the beginning.

### Outcomes for children are good

Children build strong and warm relationship with staff. They show that they feel safe and secure in their care. Children are motivated and challenged to learn. They develop independence through having good opportunities to make choices and to do simple tasks for themselves. For example, children pour their own drinks and collect their coats before going outside. All children, including disabled children and those with special educational needs, develop skills that prepare them well for the next stage in their learning, including starting school.

## Setting details

<b>Unique reference number</b>	EY363004
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	1013048
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	73
<b>Name of provider</b>	Rosedale College Governing Body
<b>Date of previous inspection</b>	14 April 2015
<b>Telephone number</b>	0208 734 2908

Rosedale College Nursery registered in 2008 and is situated in Hayes, Middlesex, in the London Borough of Hillingdon. The nursery is open each weekday, from 8am to 6pm, for 51 weeks of the year. The provider employs 15 staff, all of whom hold early years qualifications at level 3 or above. The provider and the manager both hold Early Years Professional Status.

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