

Roseville Community Nursery

55 Roseville Road, LEEDS, LS8 5DT



Inspection date

27 September 2017

Previous inspection date

2 September 2013

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

- Staff have created a stimulating environment which is cleverly designed and equipped with a wealth of imaginative resources. Children confidently explore their surroundings and use resources creatively to support their play.
- The key-person system is organised well to ensure that children's emotional needs are met. Children are confident and have strong bonds with staff. Parents' feedback is positive and praises the care and consideration shown by staff.
- Children are independent and are provided with lots of opportunities to develop self-care skills. For example, they competently serve themselves at mealtimes.
- The dedicated and ambitious manager works closely with staff to evaluate practice. Parents' and children's views are actively sought, evaluated and acted on to drive continuous improvement.
- Managers and staff are committed to working in partnership with parents and other providers. They exchange detailed information with them to promote continuity in children's care and learning.

It is not yet outstanding because:

- On occasions, staff do not fully support children to manage their feelings and understand the impact that their actions have on others.
- Sometimes, routines are not planned as well as possible to help children to move even more swiftly between activities.

What the setting needs to do to improve further

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

- make sure children are consistently given clear instructions to help them understand what is expected of them and the feelings of others
- review the organisation of daily routines and help children to move even more quickly between activities to further enhance their good learning.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at evidence of staff recruitment processes, a sample of policies and other relevant documentation.
- The inspector completed a joint observation with the manager.
- The inspector spoke to staff, parents and children during the inspection and considered their views.

Inspector

Susie Prince

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager implements stringent recruitment procedures to ensure that staff are thoroughly checked and vetted. She conducts regular supervision meetings to monitor staff's performance and provide support and guidance. Staff are trained well in child protection matters and know how to report any concerns about children's welfare. Thorough risk assessments ensure that any potential hazards are identified and minimised. Staff are provided with good opportunities to develop professionally. For example, they often complete additional training and engage in webinars. The well-qualified manager observes staff closely and provides critical feedback to help strengthen their good knowledge, skills and practice further.

Quality of teaching, learning and assessment is good

The qualified and experienced staff interact with children well to guide and extend their learning. They introduce new vocabulary and encourage children to use descriptive language. For example, staff help children to talk about the texture, appearance and smell of the natural objects that they found on a walk. They ask a good range of questions to help children to share their thoughts and learn about the natural world. Children have a wonderful time making marks on the floor with chalk as they lie on a low-level swing. They slowly manoeuvre the swing in different directions and clearly enjoy the sensory experience. Staff challenge children to order items by size, count and identify numerals to enhance their developing mathematical skills. They make accurate observations and assessments and use their findings to successfully plan for children's next stages in learning. The manager works closely with staff to monitor children's progress. She uses information obtained from group tracking systems to plan interventions and close any gaps in children's learning.

Personal development, behaviour and welfare are good

Children benefit from fresh air and exercise during daily trips to the local parks. Staff organise invigorating indoor games to help children to practise physical skills. For example, children excitedly hop, skip and jump as they participate in an organised game of hopscotch. They follow good hygiene routines and are provided with nutritious meals to promote healthy lifestyles effectively.

Outcomes for children are good

All children make good progress from their starting points. They excitedly follow their own interests and make decisions about their play. Children join in with familiar songs and listen attentively as staff read stories. They recognise numerals and spontaneously count. Children are motivated learners who are developing key skills in readiness for future learning.

Setting details

Unique reference number	EY458722
Local authority	Leeds
Inspection number	1066660
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	35
Name of registered person	Emma Smith
Registered person unique reference number	RP515659
Date of previous inspection	2 September 2013
Telephone number	01132497852

Roseville Community Nursery registered in 2013. The setting employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including one at level 6. The setting opens from Monday to Friday, all year round, except for a week at Christmas. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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