

Rosewood Nursery

21 Roseville Road, Harehills, Leeds, West Yorkshire LS8 5DT



Inspection date	12 September 2018
Previous inspection date	5 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The management team and staff provide a very inclusive nursery environment. They highly value children's home culture and effectively support their bilingual skills. Children learn about communities and develop their understanding and respect for the differences between themselves and other people.
- Staff support children who have special educational needs and/or disabilities extremely well. They work closely with a wide range of other professionals. This helps to support a consistent approach to children's learning and development.
- Parents speak extremely highly about the quality of the nursery and are very pleased with the progress their children make. Parents state that, 'Staff are genuinely caring, very flexible and responsive to their children's individual needs'. They describe the nursery as, 'Great'. Staff keep parents fully informed about their children's learning.
- Staff promote children's independence extremely well. Babies confidently serve their own food at lunchtime from the dishes that staff provide. Older children competently wash and dry their own paint pots and place them back on the shelf. Older children are excellent role models for younger children. Their behaviour is excellent.
- Staff provide varied materials to help support children's creative ideas. Older children concentrate for long periods of time as they make models using wood, glue, nails and paint. Staff skilfully encourage children to solve any problems that they encounter. Children show delight as they succeed in the task they set out to achieve.

It is not yet outstanding because:

- Systems to enhance staff's professional development and training are not consistently focused on raising the quality of teaching to the highest level.
- Staff do not regularly provide opportunities to motivate boys to develop their independent writing skills.

What the setting needs to do to improve further

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

- focus staff's professional development and training to raise the quality of teaching to the highest level and support children to achieve even further
- extend opportunities to inspire and motivate boys to engage in independent writing activities.

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 held meetings with the management team. She checked policies and procedures, staff qualifications and evidence of the suitability of staff.
- The inspector completed a joint observation with the early years professional and discussed the nursery's self-evaluation with the management team.
- The inspector spoke to parents during the inspection and took account of their views and those provided in writing by other parents.
- The inspector spoke with children and staff at appropriate times during the inspection.

Inspector

Angela Sugden

Inspection findings

Effectiveness of leadership and management is good

The management team uses a systematic approach to evaluating the quality of the nursery. They consistently implement action plans to support further improvement. The manager uses induction, regular supervision and team meetings to help staff in their role, overall. Safeguarding is effective. Staff are trained in child protection. They identify a wide range of possible signs of abuse and neglect and understand the procedure to follow should they have any concerns about a child's welfare. All staff hold paediatric first aid qualifications. This helps to ensure that they can respond swiftly to any accidents or injuries. The management team monitors how well individual children and different groups of children are progressing in their learning. They identify any areas where children are not achieving as expected and provide support to help them catch up quickly. Staff work closely with teachers from different schools.

Quality of teaching, learning and assessment is good

The qualified staff team regularly observes children and makes accurate assessments of their development. They use this information well to shape children's learning experiences. Children are very imaginative. They play cooperatively together and confidently use long cardboard tubes as telescopes to search for 'pirate ships'. Staff support children's interest in books and stories well. They read using good expression and ask interesting questions to challenge children's thinking. Children display their good understanding of the world and correctly identify that eggs come from chickens. Staff are very responsive to babies ideas and skilfully teach them how to blow feathers. Older babies show delight as they practise this new skill. Staff use effective communication to support and extend babies growing language skills.

Personal development, behaviour and welfare are outstanding

Babies and young children thrive and build extremely secure emotional attachments to their key persons. Staff provide extensive opportunities for children to be physically active. Older babies show their good coordination and control as they enthusiastically throw soft balls using an overhand motion. Older children display high levels of motivation as they stand on their tip toes and stretch their hands up high showing excellent balance and body strength. Boys confidently describe how they are, 'Tall like a giraffe'. Staff teach children to use real tools extremely well. Children display an excellent knowledge of how to keep themselves safe when sawing wood and understand that they need to use goggles to protect their eyes.

Outcomes for children are good

All children make good or better progress in their learning, including those who speak English as an additional language and those who have special educational needs and/or disabilities. Children eagerly join in activities. They show great enthusiasm and positive attitudes towards their learning. Older children count confidently and recognise numbers. Babies, toddlers and children are interested in books and use them competently. Children are developing the skills they need for the future and are well prepared for starting school.

Setting details

Unique reference number	319354
Local authority	Leeds
Inspection number	10069514
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 3
Total number of places	60
Number of children on roll	66
Name of registered person	The Leeds Teaching Hospitals NHS Trust
Registered person unique reference number	RP901956
Date of previous inspection	5 August 2014
Telephone number	0113 2484705

Rosewood Nursery registered in 1989. The nursery employs 20 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including two who hold early years professional status. The setting opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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