

Spring - Rosehill

The Big Building, 17 - 19 Lower Dale Road, Derby DE23 6WY



Inspection date	5 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- Staff provide a caring and nurturing environment that effectively supports children's emotional well-being. New children settle quickly because they feel safe, secure and well cared for. Children build good relationships with staff and are happy and confident.
- Children make good progress, relative to their starting points. Staff use their good assessments well to plan children's next steps in learning. The manager has effective systems to track children's progress, to identify and address any gaps in learning.
- Staff provide good support for children's language and communication skills. They give high priority to developing children's speaking and listening skills. They use every opportunity to reinforce children's vocabulary and conversation skills. This especially helps children who speak English as an additional language.
- Staff gather detailed information from parents when children start at the nursery. They build close working relations with parents and work together to support children in a consistent manner. Staff keep parents fully informed about their children's learning and development.

It is not yet outstanding because:

- At times, staff interrupt children's play and learning, which does not enable children to complete their play naturally and to their satisfaction.
- Leaders offer regular supervision and support to staff. However, they do not sharply focus on raising the good quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- manage changes to routines more effectively to help minimise interruptions to children's learning, to help them complete their tasks to their satisfaction
- build on the programme of professional development to help sharpen the quality of teaching still further.

Inspection activities

- The inspector had a tour of the nursery. She spoke with members of staff and children at appropriate times during the inspection and held discussions with the manager and deputy manager.
- 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 evaluation of an activity with the deputy manager. She discussed children's learning and development. She looked at children's learning records and discussed the progress they make.
- The inspector took into account the views of parents and carers spoken with on the day of the inspection.
- The inspector sampled a range of documentation, including attendance records, evidence of staff suitability checks and documentation linked to managing children's progress.

Inspector
Jan Hughes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of their responsibilities to protect children from the risk of harm. They successfully keep their knowledge of safeguarding procedures up to date, to help them to report any concerns promptly. The manager follows rigorous recruitment procedures to ensure staff are suitable for their role. She leads the team well and uses self-evaluation successfully to accurately identify strengths and areas for development. The manager and staff have reviewed the organisation of the environment to optimise the use of the indoor space to meet children's individual needs effectively. Staff form secure partnerships with external agencies and local schools, which helps to promote continuity in children's learning and care. The manager uses additional funding effectively to help promote children's needs.

Quality of teaching, learning and assessment is good

Staff are well-qualified and understand that children learn through play. They use their good knowledge of individual children well to make sure activities interest and challenge them. Staff interact with children in a positive manner. They encourage children to be curious and to investigate the activities on offer. For example, children become engaged in hunting for bugs using magnifying glasses. They are extremely excited as they find ants and woodlice. Staff use the opportunity well and compare the sizes of the bugs and talk about where the creatures live. Toddlers are encouraged to use their small-muscle skills well. They thoroughly enjoy mixing soil in the garden using different tools. Staff provide a good range of sensory activities. Children explore the different textures of pipe cleaners and enjoy feeling the leaves as they rub them to make patterns on paper.

Personal development, behaviour and welfare are good

Staff are deployed well so that all children benefit from adult interaction that helps to support their all-round development and emotional well-being. Staff are good role models who praise children for their efforts and achievements. Children behave very well and listen closely to staff, fully understanding their high expectations. They are kind and considerate of others and make strong friendships. Staff support children to develop a secure understanding of how to develop healthier lifestyles. Children enjoy frequent exercise outside and learn the importance of maintaining good hygiene, such as washing their hands frequently, and they eat freshly prepared, healthy balanced meals. Staff support children to learn about keeping themselves safe.

Outcomes for children are good

Children are learning skills in preparation for their eventual move on to school. They concentrate, listen and have a positive attitude to learning. Children use their imagination well, such as when they play with the role-play toys and resources. They dress up as princesses and superheroes and go shopping. They write shopping lists and use the till well. Children develop successful physical skills.

Setting details

Unique reference number	EY539485
Local authority	Derby
Inspection number	10059359
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	40
Number of children on roll	47
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Date of previous inspection	Not applicable
Telephone number	01332 294491

Spring-Rosehill registered in 2016. The nursery opens Monday to Friday, term time only. It is open from 8am until 6pm. The nursery employs six members of staff. Of these, five hold appropriate early years qualifications at level 2 or 3. The manager holds a degree in childcare studies and early years professional status. The nursery provides funding for early education for two-, three- and four-year-old children and supports children who have English as an additional language.

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