

Rosehill Nursery Limited

160 Manchester Road, Bolton, Lancashire BL2 1HE



Inspection date

17 January 2019

Previous inspection date

13 March 2018

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

This provision is good

- The dedicated manager has carefully planned and implemented improvements in her drive to provide high-quality provision. She considers the views of parents, children and staff as she continuously evaluates the nursery.
- Staff provide stimulating and challenging activities for children so that children have fun while they learn. Children are confident to make independent choices about what they want to do.
- The manager and staff have positive relationships with parents and share information with them about children's progress and routines. Staff provide parents with resources and advice about how they can support their children's learning at home.
- The manager encourages a culture of professional development and support for staff that enables them to improve their practice and provide the best quality experiences for children.
- An effective key-person system is in place to ensure that children's individual needs are met. Children settle well from the start and form secure attachments with staff.
- Staff do not always check that children understand and celebrate their achievements when they participate in more challenging activities.
- Although children learn about healthy food and eating. Staff do not always include key messages about making healthy choices as they talk with children about what they like to eat and drink during daily routines.

What the setting needs to do to improve further

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

- help children to understand and celebrate their achievements, particularly when they participate in more challenging activities
- make the most of opportunities that occur during everyday routines for children to develop their knowledge and awareness of making their own healthy choices.

Inspection activities

- The inspector had a tour of the setting to check security, safety and the quality of resources.
- The inspector observed and assessed the quality of teaching and learning during indoor and outdoor activities.
- The inspector spoke to staff, parents and children throughout the day.
- The inspector completed a joint observation with a manager.
- The inspector held a meeting with managers where she checked policies and procedures, including evidence of the suitability of staff, based on their qualifications and Disclosure and Barring Service checks.

Inspector

Mary Hacking

Inspection findings

Effectiveness of leadership and management is good

The manager has worked hard to address the actions raised at the last inspection by evaluating the nursery's practice and procedures. She has increased opportunities for parents to contribute to their children's learning at home and in the nursery. The manager provides good leadership and uses regular staff supervision sessions to identify training needs. She checks the quality of staff practice and provides clear feedback where improvement is needed. The manager has invested in quality staff training to improve practice. For example, she has purchased a package of online training and has joined a network with other local nurseries to share best practice and training costs. Staff can recognise the signs of abuse and know their role in protecting children. They are aware of procedures to follow if they have any concerns about a child. Safeguarding is effective. Staff carry out progress checks for children aged between two and three years. They give copies to parents for their comments and to share with health visitors.

Quality of teaching, learning and assessment is good

Staff use comprehensive and accurate processes to assess each child's progress. They use the information to plan for children's next steps in their learning. Staff support children well to develop their communication skills and learn simple mathematics as children search for gold coins in their hunt for treasure. For example, they suggest where children might look, using words like 'under', 'behind' and 'above'. Children and staff count coins together and add them to the treasure chest. Children enhance their fine-motor skills as they play a fishing game with magnetic tools and make pictures with paint and glitter. Staff sit alongside children as they play and talk to them about what they are doing. They effectively promote children's language skills as they show them how words are formed. Staff then help children to join syllables together to make words. Children enjoy looking at books and answering simple questions about the story. This shows that children understand the story and ignites their interest in early reading.

Personal development, behaviour and welfare are good

Staff are nurturing and continually offer praise and encouragement to children. Children develop their independence as they serve their own food and clear away their crockery after eating. Many children can attend to their own toileting needs and personal hygiene. They wash their hands at mealtimes and after messy activities. Staff are positive role models and sit with children at mealtimes to demonstrate expected behaviour and manners. Children develop their social skills as they talk to each other and to staff, making links to their family and what they do home. Staff know children well and recognise when they need extra care or support, such as when children are feeling sad.

Outcomes for children are good

Children are working comfortably within the expected range for their age and stage of development. They are eager to learn and progress well from their starting points. Children know their routines and can follow simple rules. They develop confidence as they learn to persevere with small tasks. Staff liaise with teachers at local schools so that children are fully prepared to start in Reception class. As a result, children are ready to embark on the next stage of their learning.

Setting details

Unique reference number	EY264756
Local authority	Bolton
Inspection number	10089355
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	90
Number of children on roll	27
Name of registered person	Rosehill Nursery Limited
Registered person unique reference number	RP906094
Date of previous inspection	13 March 2018
Telephone number	01204 525354

Rosehill Nursery Limited registered in 2004. The nursery opens Monday to Friday, all year round from 7.15am until 6pm. There are 12 members of staff, all of whom hold appropriate early years qualifications ranging from level 2 to level 6. The nursery provides funded early education for two-, three- and four-year-old children.

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