

# Roslin Nursery

Rookery Road, Staines, Middlesex TW18 1BT



<b>Inspection date</b>	7 August 2019
Previous inspection date	13 May 2016

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

- Children enjoy a wide range of interesting and stimulating learning opportunities. Staff consider children's interests when planning activities to help them move on to the next stage in their development. As a result, children are engaged and motivated to learn.
- The manager and staff are committed towards providing a high standard of care and teaching to children. They work very well together as a team, and share important information to make sure there is good continuity of care and teaching.
- Partnerships with parents are strong. Staff provide parents with regular feedback about their child's achievements. The manager and staff take the time to get to know children and their families well. Parents speak highly of the manager and staff and the 'home-from-home', nurturing environment they provide.
- The manager and staff monitor children's individual development closely. They swiftly identify where children might be at risk of falling behind their peers. They work closely with parents to make sure those children are supported to catch up as quickly as possible.
- The systems in place to help children settle when they first start at the nursery, and when they transition to the next room, support children's emotional well-being. As a result, children are happy and confident in their environment.
- On occasions, staff do not recognise opportunities where they can provide more challenge and extend children's learning in order to help them achieve to the highest possible level.
- The manager has started to monitor and evaluate the progress of groups of children who attend. However, this has not yet been fully embedded into practice so that she has a clear picture of differences in achievement across all areas of the nursery.

## What the setting needs to do to improve further

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

- help staff to make the most of all opportunities to provide children with effective challenges, to help increase the potential for them to make more-rapid progress in their learning
- embed the systems in place to track the progress of different groups of children to monitor the achievements of all children who attend, so that the information can be used to raise outcomes to the highest possible level.

### Inspection activities

- The inspector observed the quality of staff interactions with children during activities, indoors and outdoors.
- The inspector spoke with staff at appropriate times during the inspection to find out about how they support children with their learning, and their understanding of safeguarding policies and procedures.
- The inspector conducted a joint observation of a planned activity with the manager.
- The inspector spoke to parents and took account of their views and feedback.
- The inspector sampled a range of documentation, including records of children's learning, evidence of the suitability checks undertaken for staff, and records of staff supervision.

### Inspector

Carla Roberts

## Inspection findings

### Effectiveness of leadership and management is good

The manager has high expectations for the nursery and regularly considers how improvements can be made to the quality of the provision. She then takes steps to implement these improvements and makes sure that changes to practice are understood by staff. For example, recent changes to the way staff plan for and provide activities to meet children's needs are already embedded into practice. Staff have had additional training to help them adapt to this new practice effectively. Safeguarding is effective. Staff have a clear understanding of the signs which could indicate a child is at risk of harm, and know their responsibility to report concerns to the designated safeguarding lead. The manager has effective systems in place to ensure that staff are suitable to work with children on an ongoing basis.

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

Staff know their key children very well. They observe children as they play and assess the progress they are making in their learning on a regular basis. Staff support children's communication skills well. For example, they ask children lots of questions during activities, and encourage them to express their thoughts and ideas. Staff provide children with rich and interesting experiences which help them learn about the natural environment. For instance, children are able to use the vegetables they have planted and grown to sell in their role-play shop. They learn to use different senses as they talk about how onions smell, and how pine cones and leaves feel. Toddlers learn about textures such as 'soft' and 'hard' as they eagerly find dinosaurs hidden in shaving foam during sensory activities.

### Personal development, behaviour and welfare are good

Staff provide a safe and secure environment for children to play in both indoors and outdoors. Staff supervise children carefully while allowing them ample opportunities to explore the outdoor environment independently. Babies become confident to use their developing physical skills as they are carefully supported to climb low-level equipment themselves. Staff provide opportunities for children to develop important independence skills during daily routines, such as when younger children chop up their own fruit during snack times. Older children serve their own lunches and drinks, and manage their own self-care needs. They are given responsibilities, such as helping staff to set up the tables for lunchtime. This helps to prepare them in readiness for school.

### Outcomes for children are good

Children make good progress in their learning. This includes those children with special educational needs and/or disabilities, and those who speak English as an additional language. They make their own choices about what to play with and independently select resources. As a result, children show high levels of concentration and interest as they play. Children of all ages demonstrate a strong interest in books, which helps to develop their literacy skills. Younger children enjoy being read to and talking about the pictures they see in the stories. Older children enjoy reading stories to each other. They bring their favourite books in from home for staff to read to them during circle-time activities.

## Setting details

<b>Unique reference number</b>	EY360485
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10073987
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	51
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Roslin Educational Limited
<b>Registered person unique reference number</b>	RP527243
<b>Date of previous inspection</b>	13 May 2016
<b>Telephone number</b>	01784 462 028

Roslin Nursery registered in 2007. It operates from a detached property in a residential area of Staines. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 22 staff. Of these, 18 staff hold appropriate early years qualifications.

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