

Rosie And Jim's Nursery And Pre-School

Eagle Street East, Hillfields, Coventry, West Midlands CV1 4GY



Inspection date	6 August 2019
Previous inspection date	29 August 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

- Leaders and managers have high expectations and accurately evaluate the provision. They have devised, and are implementing, clear action plans to drive improvements forward in pursuit of excellence.
- Staff create a welcoming environment. Inside spaces are clean, and resources which are matched to the ages and development stages of the children are easily accessible. Children enjoy lots of opportunities to play and explore outside.
- Staff observe and assess children's progress, taking particular note of their previous abilities and varied learning styles. They share this information with one another, and this helps them to plan and provide purposeful activities to promote children's learning effectively.
- Children enjoy looking at books. They talk about the different characters and what might happen next. They listen intently as staff read stories, and they follow the cues to join in with the familiar parts.
- Children who are learning to speak English as an additional language are supported well. Staff liaise with parents and gather key words and phrases that can be used to help children settle and feel a sense of belonging.
- Parents are very complimentary about the setting. They comment that, 'If anyone asks me if I know a good nursery I will always recommend here.' They say, 'My child has really come on since being here.' Also, 'All the girls are brilliant and really look after the children.'
- Many of the staff are fairly new to the setting. This means they are yet to make the most of the opportunities for professional development to help them to gain expert skills and raise the quality of teaching to the highest levels.
- At times, staff do not adapt activities and experiences as effectively as possible in order to capture the youngest children's interests and keep them engaged.

What the setting needs to do to improve further

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

- build further on opportunities for staff to enhance their professional development to gain the expertise and skills that will help them deliver the highest-quality teaching and promote excellent outcomes for children
- enrich and adapt opportunities to gain the attention of the youngest children and help them be more effectively engaged in their learning.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager and setting director. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Lucy Showell

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff know what to do if they are worried about a child's welfare and what action to take if they have any concerns about staff's practice. Child protection guidance and procedures are prominently displayed to help raise awareness of wider safeguarding issues, such as children and families being exposed to extreme behaviours and views. Staff carry out effective risk assessments, and the premises are safe and secure. Leaders, managers and staff are forming a strong team. They attend training events, complete courses and research online and are establishing effective systems to observe and assess one another's practice. They consider the views of parents and carers and take on board advice and guidance from other professionals. They also liaise with other childcare providers. They visit one another's settings, exchange ideas and talk about how to enhance practice. This helps them to reflect on the quality of the experiences they provide and identify ways to continually improve.

Quality of teaching, learning and assessment is good

Staff gather a range of information from parents about what children already know and can do when they start at the setting. They use this, and their own observations, to make an initial assessment of children's starting points for learning. Records of children's learning are shared with parents. Staff identify when children are not reaching expected developmental milestones. They work effectively with other professionals and parents to work out how best to support children in catching up with their peers. Positive partnerships with settings that children move on to are established. This encourages a collaborative approach to learning in the setting and elsewhere. All staff know all the children well. They skilfully follow children's interests and prompt them to talk about what they are doing. Staff encourage them to think and share ideas.

Personal development, behaviour and welfare are good

Children form trusting relationships with all staff and are comfortable in the setting. They receive lots of praise and encouragement for doing things well, which boosts their confidence and self-esteem effectively. Staff are good role models. Children respond well to consistent routines, are respectful and behave well. They show care and consideration to one another and when tending to the chickens and the gerbil. Mealtimes are relaxed and sociable occasions. Children talk about their favourite fruits and how they will make healthy smoothies. They benefit from plenty of fresh air and exercise, moving between activities inside and outdoors.

Outcomes for children are good

Children are motivated and confident learners. They play well in groups or on their own, share resources and wait patiently for their turn during games. Children interact well as they guide one another on the obstacle course. Older children take care of the younger ones, making sure that they are happy and bringing them a drink if they think they would like one. Children make good progress given their starting points and develop the key skills they need in readiness for their future learning. They leave the setting well prepared for school.

Setting details

Unique reference number	EY541899
Local authority	Coventry
Inspection number	10077971
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	32
Number of children on roll	28
Name of registered person	Rosie and Jim's Childcare Limited
Registered person unique reference number	RP910807
Date of previous inspection	29 August 2018
Telephone number	02476239155

Rosie And Jim's Nursery And Pre-School registered in 2006. The nursery employs seven members of staff. Of these, three hold appropriate early years qualifications at level 3 and above, and one at level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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