

Inspection of Rosie's Little Blessings

1 Rowner Road, GOSPORT, Hampshire PO13 9UA

Inspection date:

5 November 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

The staff have a clear vision for the good education they provide for children. They pride themselves on developing every child through a tailored approach to learning. This is working well for all children, and the outcomes are empowering the staff team to continue with this way of teaching. Staff know children's next steps in learning and seamlessly include these in planned activities. For instance, children develop their mathematical development through music and movement as they count when jumping.

Children have a positive sense of belonging. They arrive happily in the mornings, and older children take part in self-registration. They develop their early literacy skills as they begin to recognise familiar letters in their names. This prepares them well for the next stage of their learning and school.

The leaders of the setting have high expectations for all children, which are cascaded through the staff team. All children are treated as individuals and have their unique needs met well. The staff create a nurturing environment that allows children to find a sense of calm and build on the skills they already have. Children are motivated to learn and become involved in their chosen activities.

What does the early years setting do well and what does it need to do better?

- The quality of teaching that is delivered to children has developed since the last inspection. This has led to good levels of progress within children's skills and knowledge. However, at times, some of the children's play experiences are still not fully challenging to extend their learning further.
- Children with special educational needs and/or disabilities and those with additional funding are supported well. The key persons work closely with parents to find out more about their children's home experiences. This allows the key persons to support children's learning and development and provide them with a range of different opportunities.
- Staff have high expectations of children's behaviour and conduct in the setting. They role model positive interactions which support children to begin to understand how to be kind and caring to one another. On occasions, children struggle to manage their own conflicts, especially during free play.
- Staff have a routine in place for the children. This helps children settle and understand what is happening next in their day. Children are encouraged to be independent and make their own choices. For instance, younger children choose their fruit for snack, and older children choose when they have their lunch within the lunchtime slot. Children know their wishes are heard and valued. For example, they talk to the staff about what they would like to do next.
- Staff form close bonds with their key children. Their secure attachments

promote resilience. Children show that they are confident in their surroundings and show persistence in tasks. For example, younger children focus as they problem-solve with shape sorters. Older children concentrate when using knives to cut peppers for snack.

- The leaders work closely with the staff team to deliver an ambitious curriculum. They have a clear vision of what they want children to learn in their setting. The leaders hold regular training with individual team members to support their practice further. This is effective and the staff feel well supported. Staff's professional development is encouraged. This is demonstrated by staff completing further training courses.
- The leaders take care of their staff's well-being. For instance, they hold regular team meetings, which they feel creates a good morale. The leaders act with integrity and ensure all children's needs are paramount. They fully encourage parents to take up all of their children's funding, which promotes consistency in children's education.
- Parents speak highly of the support their children receive at the setting. Those whose children speak English as an additional language comment that their home language is encouraged. They feel that their children have developed a great amount of English since starting at the setting. Other families comment that the staff have worked well with other agencies to support the individual needs of their children. This has had a positive impact on their children's overall well-being.

Safeguarding

The arrangements for safeguarding are effective.

The manager works closely with the staff to develop their awareness and understanding of safeguarding. She knows the process and has experience of making referrals to outside agencies and working with the local authority. The manager is confident about her role and responsibilities. She keeps robust documentation of concerns and referrals. Staff know the signs and indicators of abuse, including how to report welfare concerns. They complete relevant documentation to ensure the safety of children, including the recording of absences. The manager has robust systems to recruit staff and checks their suitability. She also regularly ensures that staff remain suitable to work with children.

What does the setting need to do to improve?

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

- extend play experiences to ensure children are fully challenged in their learning
- strengthen systems to support children further to manage their own conflicts successfully.

Setting details

Unique reference number	EY397289
Local authority	Hampshire
Inspection number	10084623
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 to 5
Total number of places	38
Number of children on roll	46
Name of registered person	Wallace, Victoria
Registered person unique reference number	RP515217
Telephone number	02392 580597
Date of previous inspection	6 November 2018

Information about this early years setting

Rosie's Little Blessings registered in 2009 and is privately owned. The nursery opens from 7am until 6pm on Monday to Friday, all year round. It receives funding for the provision of free early education for two-, three- and four-year-old children. A total of 11 staff work directly with the children, seven of whom hold relevant qualifications at level 3.

Information about this inspection

Inspector

Hayley Doncom

Inspection activities

- The inspector and the deputy manager carried out a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- Two joint observations were carried out by the inspector, the manager and the deputy to observe the quality of teaching in both rooms.
- Discussions were held with children, staff and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff's suitability checks and risk assessments.
- A leadership meeting was held with the inspector and the manager.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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