

# Inspection of Redroofs Day Nursery

338 Spring Road, Sholing, Southampton, Hampshire SO19 2NX

---

Inspection date: 28 February 2020

---

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

The owner has established a clear, challenging curriculum that has high expectations of all children. The highly skilled staff deliver this with real passion and support children superbly so that they meet these high expectations. Children have access to an excellent range of stimulating, engaging opportunities, indoors and outdoors. This enables all children to find something that captures their excitement for learning and helps them to explore and play wherever they are in the setting. Staff are excellent role models. They are respectful towards each other and model language that helps children understand the importance of positive social interactions. As a result, children have exceptional communication skills and behave extremely well for their age. Staff understand the importance of language and literacy and take every opportunity to include it in daily routines. Children develop a love of reading from a very young age through the clever use of familiar stories. For example, staff expertly engage children in an energetic 'bear hunt' that allows them to develop their expressive vocabulary, while joining in the adventure. Children learn new words when they squelch through 'mud', act out scenes and share their feelings with friends along each stage of the story.

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

- Staff are highly effective in identifying children's interests so that they can build on what children know and can do. Children benefit from effective, consistently high-quality teaching so that they make excellent progress in all areas of their learning.
- Children rapidly develop confidence in their own abilities when they make choices from motivating resources that capture their curiosity for learning. The outside area has a wide range of exciting textures, levels and ways to access spaces. Children are able to navigate grass slopes, which helps them to develop their balance and increase their confidence and control. Children are able to learn practical skills and knowledge about the world while caring for the guinea pigs and chickens. For example, collecting eggs and using them to make familiar meals, such as scrambled egg on toast.
- Children enjoy the responsibility they have for choosing which space to explore through the creative use of coloured keys they wear while playing. This means they can choose what they would like to do, check if there is space for them and negotiate with friends to swap keys or wait for their turn.
- Staff are especially caring towards the children, creating a secure and nurturing environment that helps new children settle very quickly. This means that children who are still in settling periods confidently play with new friends and start to develop early independence skills while playing.
- Children of all ages take well-managed risks in their everyday play. Young children test their balance and see how many others can join them before falling

out and trying again while they play in a rocking boat.

- Children know how to express their feelings and manage this very well. Older children show an exceptional understanding of managing their feelings and behaviour. For example, children playing with a tablet device set the sand timer and hand it on when their turn ends. Staff guide young children sensitively to manage their feelings when disagreements arise about toys.
- Children develop extremely well in all areas of learning; in particular, they are articulate and confident communicators. Children are sociable and use many different opportunities to share with their friends. For example, during lunchtime, they share with each other the reason they are on the star table and why they chose the special character plate they have.
- The management team supports staff effectively, who are, in turn, happy in their roles. Robust supervision accurately identifies staff strengths and areas for development. Staff confidently talk about their strengths and shared with the inspector how their skills are used. One member of staff shared that she was able to change the age group she works with, to further develop her excellent nurturing character.
- Highly effective partnerships with parents promote robust information sharing that supports consistency in children's learning. Parents speak very highly of the setting. The owner acts swiftly on the views of parents and uses these effectively to make improvements to the setting. For example, they have recently increased the variety of ways in which the setting communicates.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their role in identifying vulnerable children, know what risks there are and how to take action when required. Managers have embedded robust procedures that support them effectively to identify and manage risks to children. For example, a protocol has been put in place for staff to check on children's welfare when they are expected but have not arrived. Regular staff training and reflection on practice ensure that staff knowledge and understanding are relevant and up to date. Staff use their strong relationships with parents to understand children's home lives as an effective part of safeguarding them.

## Setting details

<b>Unique reference number</b>	EY276701
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10128585
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	145
<b>Name of registered person</b>	Owen Nurseries Limited
<b>Registered person unique reference number</b>	RP902991
<b>Telephone number</b>	02380 444679
<b>Date of previous inspection</b>	6 August 2015

## Information about this early years setting

Redroofs Day Nursery registered in 2004 and is situated in the Itchen area of Southampton, Hampshire. The nursery operates for 51 weeks of the year, from Monday to Friday, between 8am and 6pm. There are 24 staff employed to work with the children, all of whom have early years qualifications at level 2 and above. Of these, two hold qualified teacher status and 19 have level 3 qualifications. The nursery is in receipt of funding for the provision of free early education to children aged three and four years.

## Information about this inspection

### Inspector

Anthony Harper

## Inspection activities

- The inspector observed a range of activities across the setting, indoors and outdoors.
- The manager and the inspector discussed the intent of the curriculum and the impact of teaching on children's learning.
- The inspector spoke with staff and children about their experiences of the setting.
- The inspector spoke with parents and reviewed a range of evidence relating to children's development.
- The inspector reviewed a range of planning tools, policies and procedures, evidence of staff suitability and other relevant documentation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020