

# Report for childcare on domestic premises

---

Inspection date:

3 February 2022

---

## **Overall effectiveness**

## **Inadequate**

---

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### The provision is inadequate

Weaknesses in safeguarding mean that children are not adequately protected. The provider fails to implement a secure mobile phone and camera policy or assure staff's suitability robustly. However, children enjoy their time at nursery and make good progress in their learning.

Children separate from their parents with ease. The friendly staff greet them on arrival and help the children hang their coats and bags. Children settle well and engage in their chosen activity within the learning environment. Children's language and communication skills are well developed. For example, they join in singing at snack time and in small groups throughout the day. Children have access to a well-resourced outside area, where they enjoy fresh air and exercise. Children demonstrate good physical skills. They expertly balance on beams in the garden and climb rope ladders with ease and skill. Children show great creativity as they design menus for Chinese New Year, with some children demonstrating their good early writing skills.

Children understand why good hygiene is important. They readily wash their hands before snack and after toileting. Staff have high expectations and children behave well. They are kind and caring towards their friends. For example, they hold each other's cups as they pour water from the child-sized jugs. Children are independent and serve their own snacks. They enjoy talking about their home experiences and family during mealtimes.

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

- Safeguarding processes are ineffective. The provider, who is also the manager, does not complete adequate checks on staff. She fails to gather information to assure staff's suitability to work with children. For example, she does not gain details about previous places of employment. In addition, information to demonstrate staff suitability was not available at the inspection, as required.
- Staff use mobile phones issued by the setting to take photos of children. The provider was unaware that these phones link to the internet and she does not manage the safe storage of these images effectively.
- Partnerships with parents are positive. They speak well of the setting and feel that staff know their children well. Parents comment that they are happy with the feedback they receive. They know how to access records about their child's next steps online. Staff do not share ideas on how parents and carers can build on children's learning at home.
- Staff support children with special educational needs and/or disabilities well. This is through effective partnerships with a wide range of professionals. Staff secure any extra support the children need in a swift and timely manner. The manager

liaises with parents, key persons and other professionals well. Individual plans support children's progress. These set out small achievable targets for those children who need extra support.

- Staff provide children with positive praise and encouragement. This helps support their confidence and self-esteem. Children sustain their concentration at tasks. Staff give clear explanations and deal with any minimal disruptions sensitively. For example, they encourage children to take turns during a painting activity.
- Children have the opportunity to develop their early maths skills. These are part of daily routines and activities. During snack time, staff ask simple mathematical questions. For example, they ask children to calculate how many blueberries they have left in their bowls as they eat their fruit snack. Staff use language such as bigger and smaller. This increases children's knowledge and vocabulary of size.
- Staff place a high priority on developing communication skills. Children have many opportunities to hear new words and increase their language. They listen as staff enthusiastically tell stories and join in excitedly with familiar action songs and rhymes.
- Staff have formed good relationships with their key children. This helps them to feel safe and secure. However, the manager's inability to safeguard children does not assure their well-being.
- A well-implemented curriculum and effective staff support ensures children's good progress. Staff plan a wide range of motivating activities that capture children's interests and meet their individual learning needs successfully.

## Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management practices mean that children's safety is not assured. The provider fails to implement robust recruitment procedures. She does not complete essential checks to ensure that staff are suitable to fulfil the responsibilities of their roles. Risk assessments do not effectively identify risks linked to the safe use of electronic devices, such as those with cameras. Since the last inspection, staff have attended paediatric first-aid training. Staff are familiar with the procedures to follow if they have concerns about a child. Staff know what to do if they have concerns about adults they work with. They also understand wider safeguarding issues, such as radicalisation.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
--	-----------------

implement robust recruitment procedures to ensure that adults looking after children are suitable	24/02/2022
ensure all records are readily available for inspection	24/02/2022
implement an effective safeguarding policy with particular regard to staff's use of mobile phones and cameras.	24/02/2022

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

- provide activity ideas for parents to help them support their children's learning at home.

## Setting details

<b>Unique reference number</b>	131607
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10221124
<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>	1 to 8
<b>Total number of places</b>	28
<b>Number of children on roll</b>	41
<b>Registered person unique reference number</b>	RP904457
<b>Date of previous inspection</b>	23 November 2018

## Information about this early years setting

Rosegarth Day Nursery registered in 1997 and is located in Weston, Southampton. The nursery is open each weekday from 8am to 6pm for 48 weeks of the year. The setting receives funding for the provision of free early years education for children aged two, three and four years. The nursery employs six members of staff, three of whom hold relevant early years qualifications at level 3 and one at level 4.

## Information about this inspection

### Inspector

Lindsay Osman

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation of a mathematics activity with the manager.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery

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 2022