

# Inspection of Rose Villa Day Nursery

Rose Villa, Church Chare, Whickham, Newcastle upon Tyne, Tyne and Wear NE16 4JF

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Inspection date: 11 February 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children feel valued and cared for in this welcoming and happy environment. Most children separate easily from parents. They appreciate the friendly 'good mornings' and warm smiles given by staff. For those children who are less confident, staff offer hugs and soothing words. This helps children to feel safe and secure, and they settle quickly into their day.

Children are busy and full of excitement at the freedom they have to explore their surroundings. Babies confidently crawl around and investigate the variety of resources on offer. They show inquisitiveness as they watch other, more mobile babies crawl and push boxes at the same time. This encourages younger babies to experiment with their developing physical skills. The look of delight on babies' faces as they recognise they too can make boxes move as they crawl is a joy to see.

Children relish the opportunities the outdoor environment offers. Toddlers giggle with joy as they roll balls down a slide and chase them as they scatter around the garden. Older children experiment with different movements as they manoeuvre themselves around an obstacle course. Children hold their arms out to balance as they negotiate inclines. They climb in and out of tyres and navigate different levels. Staff say, 'You can do it,' as they encourage children to try this for themselves and develop confidence in their own abilities.

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

- Children show good problem-solving skills, perseverance and a can-do attitude to their learning. For example, younger children want to climb onto bikes. They work out how to hold the handlebars before they move their legs. Older children concentrate intently as they use small spoons to fill the teapot with water through the spout. Their faces beam with pleasure at their achievements and the praise they receive from staff for their efforts.
- Staff are proud to be a part of this nursery. They work as a team and aspire for every child to develop a love of learning and achieve to the best of their abilities. Staff use their detailed knowledge of every child to plan next steps in children's learning. This means that children make good progress that prepares them well for their next stage of development.
- Staff know how to support children's developing communication and language skills. Staff give babies eye contact and time to respond as they enthusiastically practise their babbling. Staff introduce new words into children's vocabulary as they support their interests in the natural world. For example, as children look for insects in the garden, staff talk about insects 'hibernating' or 'going to sleep for the winter'.
- Children of all ages behave very well. Staff teach children the importance of

being respectful to each other. Older children welcome other children to join their ongoing play, and they are happy to share resources. This helps to develop children's self-esteem as they understand they are valued and their contributions to play are essential.

- Supporting children with special educational needs and/or disabilities is a key feature of the nursery. The management team and staff work in close partnership with parents and a wide range of other professionals to ensure that children and their families get the support they need.
- Parents are complimentary of the service the nursery provides. They are very pleased with the daily communication between staff and themselves. Parents are delighted with the progress their children are making in their learning and development.
- Staff teach children good hygiene practices. For example, they talk to toddlers about washing their hands. Older children show high levels of independence with their self-care skills. They know to wash their hands before eating and after using the toilet.
- Children have many opportunities to develop an understanding of the wider world. For example, staff regularly walk children to the local shops and visit the library. Children are encouraged to choose their own books to read in the nursery. This helps to foster children's literacy skills and a love of books.
- Occasionally, the noise level in some parts of the indoor environment impacts on older children's ability to concentrate and become totally absorbed and engaged in their learning.
- At times, staff do not consider how daily routines, such as encouraging children to tidy resources away, can be used to extend and consolidate children's learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of the procedures to follow to ensure the welfare of children in their care. The management team ensures that all staff attend regular safeguarding training and are kept up to date with current safeguarding legislation. Rigorous and robust recruitment procedures are in place. Thorough performance management systems help the manager to identify any training needs and review the quality of practice.

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

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

- consider levels of noise to help older children to concentrate and fully engage in their learning
- review the organisation of some daily routines to ensure that they are

consistently used to extend and develop children's learning even further.

## Setting details

<b>Unique reference number</b>	EY281429
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	10217887
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	92
<b>Number of children on roll</b>	197
<b>Name of registered person</b>	Rose Villa Day Nursery Partnership
<b>Registered person unique reference number</b>	RP903435
<b>Telephone number</b>	0191 4889900
<b>Date of previous inspection</b>	1 September 2016

## Information about this early years setting

Rose Villa Day Nursery registered in 2004 and is located in Whickham, Newcastle upon Tyne. The nursery employs 26 members of childcare staff. Of these, 24 staff hold qualifications at level 2 or above and two are unqualified. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Denise Charge

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the inspector had a learning walk together. They observed activities in both the indoor and outdoor learning environments used by children.
- A focused activity was observed and the inspector evaluated this activity with the manager.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection. A range of documentation, including policies and procedures, was looked at by the inspector.
- Evidence of staff's qualifications and the suitability of all those working in the setting was checked by the inspector.
- The inspector spoke to parents at the inspection, by telephone and through written feedback and took account of their views.

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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