

Inspection of Rosslyn Nursery And Preschool

East Twickenham Neighbourhood Association Community Centre, 13 Rosslyn Road,
Twickenham TW1 2AR

Inspection date: 18 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thrive at this friendly and welcoming setting. They arrive happy and full of enthusiasm to begin their day. Children benefit from a thoughtfully planned settling-in process, which includes a home visit from their key person. This helps children to develop strong relationships with staff right from the start. They demonstrate that they feel happy and secure as they confidently lead their own learning, make choices and interact with others. Older children show genuine care and consideration for their younger peers. For example, they notice when new children are unsure of routines, such as handwashing. They gently show them where to go and demonstrate what to do.

There are high expectations for all children. They play and learn in an extremely calm and positive environment. Children thoroughly enjoy the exciting range of learning experiences indoors and outdoors. They are highly inquisitive and extremely motivated to learn. For example, children become deeply involved in a construction activity. They are fascinated as they discover how tools, such as a spirit level and battery-operated screwdriver, work. They are keen to practise and confident to try out their own ideas. Children work cooperatively to construct the walls of their building. They demonstrate that they can listen and negotiate as they discuss their ideas for the structure.

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

- Children benefit from a varied and stimulating curriculum. Staff successfully implement activities that are linked to children's interests and cover all areas of their learning. Staff foster children's language and communication skills particularly well. For example, they engage children in interesting conversations, teach them songs and share stories. As a result, children learn to communicate confidently and express themselves using a wide range of words.
- Leaders and staff carefully monitor children's progress and quickly identify any areas where they need additional help. They work cooperatively with parents and seek advice, where needed, from other professionals. These high levels of targeted support ensure that all children, including children with special educational needs and/or disabilities and those who speak English as an additional language, make good progress in their learning.
- Children demonstrate impressive levels of self-assurance and respect for others. For example, during a helicopter story time, children listen with interest to their friends' ideas and wait patiently for their turn to create a story. Children show an excellent understanding of the boundaries in place. They play cooperatively and moderate their behaviour extremely well. Children successfully use strategies that staff have taught them, such as using sand timers, to ensure that turn taking is fair.

- Staff know children well and value their unique personalities and characteristics. They celebrate special events from children's lives and help them to respect differences between themselves and others. However, staff could do more to broaden children's knowledge of the local community outside of their setting, to help them build on their understanding of the world.
- Staff carefully consider what they would like children to achieve in their physical development. For instance, they teach children a range of dance routines. These become progressively more complex and challenging. This helps children to control their muscle movements and develop strength and coordination.
- Staff are vigilant about children's safety and well-being. For instance, during very hot weather, they ensure that children drink plenty of water and limit vigorous exercise. They teach children to use resources carefully and introduce topics, such as road safety, to enhance children's understanding of risks. However, staff have not considered all ways to help children understand potential risks, when using devices linked to the internet.
- Staff describe a strong sense of teamwork and say that they feel valued and supported by leaders. They speak enthusiastically about training and how they have developed their professional skills. For example, staff describe how 'Maths Mastery' training has helped them to strengthen their teaching and boost children's mathematical development.
- Parents describe an 'amazing learning environment' and say that staff are kind, caring and approachable. They comment that staff treat each child as an individual and show them genuine affection. Parents value the effort that staff put into the experiences for children. They say that activities such as art sessions and Spanish lessons help to enrich their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know how to recognise signs of abuse and neglect in children. They understand the procedures to follow, should they have concerns about the welfare of a child or the conduct of another staff member. Staff receive regular training, to help keep their safeguarding knowledge up to date. They know about a range of issues, including the risks to children from exposure to extreme views. Leaders follow robust recruitment procedures, to help ensure that staff are suitable. Staff carry out risk assessments across the nursery, to remove or minimise any hazards.

What does the setting need to do to improve?

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

- broaden the range of experiences, which help children to learn about their community and the world around them

- develop the ways that staff support children's understanding of keeping safe when using devices online.

Setting details

Unique reference number	EY553259
Local authority	Richmond Upon Thames
Inspection number	10174183
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	28
Name of registered person	Rosslyn Nursery And Preschool LLP
Registered person unique reference number	RP553258
Telephone number	02036389044
Date of previous inspection	Not applicable

Information about this early years setting

Rosslyn Park Nursery And Preschool registered in October 2017. It is based in the London Borough of Richmond upon Thames. The setting opens Monday to Friday from 9.05am to 12.20pm, with an extended day until 3pm on Wednesdays. It operates during term times only. The provider employs eight staff. Of these, six have childcare qualifications. One staff member has qualified teacher status and the others are qualified at level 3 or level 2. The provider offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The deputy manager showed the inspector around the nursery premises, she explained the curriculum and how the provision is organised.
- The managers ensured that relevant documents were available for the inspector to view. This included staff's suitability checks and paediatric first-aid certificates.
- The inspector observed the quality of the education and considered the impact on children's learning. This included a joint observation with the deputy manager.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection. The inspector also looked at written feedback from some parents.
- The managers met with the inspector to discuss leadership issues, such as recruitment and staff supervision.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022