

Inspection of Rosslyn School Nursery

1595-1597 Stratford Road, Hall Green, Birmingham, West Midlands B28 9JB

Inspection date: 21 July 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children are keen to get involved in activities on arrival. Relationships between staff and children are positive, and children are happy and settled. They learn to share, take turns, and show consideration for others. Children play in a safe environment. They develop an understanding of how to keep themselves safe, for example why they must hold onto the handrail when they walk up and down the stairs.

Staff observe children, assess children's different stages of development and plan for what they intend for each child to learn next. They support different learning needs effectively, so that children make good progress. Staff share their assessments with parents and work with them to ensure that children's care and learning needs are well met.

Children eat healthy snacks and meals, and they are physically active every day. In the outdoor area, they play on large equipment that helps them to develop good climbing skills. They help staff to create an obstacle course using crates, planks, wooden blocks and tyres. They demonstrate good balancing skills while they move over the course. Children develop good handling skills. Young children sprinkle uncooked rice with their fingertips, and they explore how it changes when they mix it with water.

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

- The provider, manager and staff have worked together to secure significant improvements since the last inspection. All actions raised at the last inspection have been addressed well.
- Staff's teaching skills are good. They challenge children effectively to ensure that children acquire the necessary skills to prepare them for the next stage of their learning in school. Staff ensure that children with special educational needs and/or disabilities receive the additional support that they need, so that they make as much progress as they can.
- Children continually engage in conversation with staff and their peers. Young children choose favourite books for staff to read. They join in with repeated refrains and then talk with staff about the story. However, there are times when some staff do not support children's thinking skills. They ask children open-ended questions, but then give children the answer before children have had time to put their thoughts into words.
- Older children are keen to be involved when staff suggest they make a volcano. They understand the concept because they have seen a film and pictures of a volcano. Every child uses good handling skills to scoop bicarbonate of soda into their small pot. They choose the colour of food colouring they want to use and

very carefully pour onto the soda. They stop pouring immediately when asked to do so. Staff talk with children about why they must wear goggles for the next part of the experiment. Children add vinegar and are excited when they see the lava rise and spill out of their pots.

- Staff encourage children to make marks. In the outdoor area, young children use brushes and water to make marks on boards that are attached to the fence. Children learn to recognise their name and link sounds to letters. However, methods for teaching children to write their names are uninspiring, such as tracing over names written by staff. Staff do fully support children to write for different purposes.
- Children engage in role play. Young children involve staff when they pretend to prepare meals. An outdoor role-play area is currently a dentist's surgery. Initially this was a café and discussions about food led to care of teeth. Children are learning about foods that are good for their teeth and how to brush their teeth correctly.
- Children make good progress in their mathematical development. Staff encourage young children to count the different farm animals that they choose to play with. Older children count and match quantities, patterns and shapes.
- Staff provide an inclusive and welcoming environment. Children gain an understanding of diversity. They learn about cultures, traditions and beliefs beyond their own. Children who speak English as an additional language are supported in using the languages that they speak at home.
- Parents have very positive views about the provision. They say communication is good, and they are happy with their children's progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff are clear about the signs of abuse and neglect and their responsibilities to protect children from harm. They know the internal and the local procedures that must be followed if they have a concern. Staff are aware of the duty to prevent children from being drawn into situations that put them at risk. The premises are safe and secure, so that children cannot leave unsupervised and unwanted visitors cannot gain access. Staff identify and successfully minimise potential risks indoors and outdoors. All staff hold current paediatric first-aid certificates.

What does the setting need to do to improve?

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

- build on current practice to encourage older children to write for different purposes
- give children enough time to put their thoughts into words when they are asked questions.

Setting details

Unique reference number	2541824
Local authority	Birmingham
Inspection number	10232421
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	60
Number of children on roll	22
Name of registered person	Apple Kids Day Nurseries Ltd
Registered person unique reference number	RP905135
Telephone number	01217442743
Date of previous inspection	9 February 2022

Information about this early years setting

Rosslyn School Nursery registered in 2019. It is located on the site of Rosslyn School and Day Nursery in Hall Green, Birmingham. The nursery employs six members of childcare staff, whose early years qualifications range from level 2 to level 3. The nursery operates throughout the year, Monday to Friday from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Burnet

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke with the provider about the leadership and management of the provision.
- 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 carried out joint observations of group activities with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector took account of parents' opinions about the provision.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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