

Inspection of Rosebuds Nursery (Hurst Cross)

Nook Lane, Ashton Under Lyne OL6 9HN

Inspection date:

31 August 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Following the COVID-19 pandemic the nursery has experienced some issues with recruitment and the retention of staff, which in turn this has created issues with establishing a consistent staff team. Leaders acknowledge that this has resulted in an impact on the quality of practice. Although they are motivated some staff lack confidence when implementing the curriculum. Staff do not always know a lot about the children that they work closely with and are not consistently sure what children need to learn next. This means that not all staff interactions with children are beneficial. The quality of teaching is inconsistent across the nursery. This is because some staff are not skilled in recognising opportunities to extend children's learning as they arise. Therefore, children do not always make the progress that they are capable of.

Although there are areas that require improvement, there are also positive aspects of practice. Outdoor learning is valued in the setting. Children are happy as they excitedly roll cars down a hill. They have a safe space to run about, climb and develop their physical strength. Pre-school children play imaginatively and enjoy planting seeds. Toddlers show caring attitudes as they water the plants to help them grow. All children enjoy eating the vegetables grown in the garden. Staff ensure that children are always supervised. This means children are safe in their environment.

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

- Leaders give high priority to staff well-being. They allocate time for staff to complete their paperwork. Staff attend appraisal meetings and supervision sessions. However, leaders do not always provide staff with clear feedback about how they can raise their practice to a higher level. As a result, the quality of teaching is variable across the nursery.
- Staff are eager to help children develop their communication skills. They introduce a range of new words to children as they play, such as 'squeeze' and 'scoop'. However, children who speak English as an additional language are not consistently given the opportunity to hear and use their home language in their play. This means all children do not always feel secure as they develop their language skills.
- The support that children with special educational needs and/or disabilities receive is a strength of the nursery. The special educational needs coordinator is passionate about her role and seizes every opportunity to develop her knowledge. External support is sought, and interventions are quickly implemented. Parents are given support to help children learn at home. This helps children to make good progress.
- Children learn about the nursery rules. Staff provide consistent reminders for

children to use 'inside voices' and give praise to children for 'good listening'. This helps children to develop a clear understanding of the high expectations staff have of them. As a result, children develop skills needed for when they start school.

- Staff sit with children and read interesting books. Younger children relish these moments and engage in lively conversations as they talk about the characters. Older children enjoy looking at books together, happily retelling familiar stories. Babies delight as they cuddle staff and enjoy learning new words from picture books. These experiences help instil a love of reading in children.
- The manager describes a balanced curriculum intended to promote children's development. However, this is not delivered consistently. On occasion, staff are not sure what children need to learn next. Leaders are aware that while there are skilled members of the team some staff need support to improve their skills. As of yet, plans for more knowledgeable and experienced staff to mentor those who are less experienced are not implemented successfully.
- Leaders do not always deploy staff effectively to meet the needs of all children. For example, staff who children do not know well supervise children in their learning, whereas familiar staff are deployed completing other tasks, such as cleaning or setting up beds. This has a negative impact for some children. They do not feel secure, and struggle to regulate their emotions.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are committed to safeguarding children's welfare. They accurately identify the potential signs and symptoms that may indicate that a child is at risk of harm. Staff know the procedures to follow if they are concerned about children's safety or the practice of another member of their team. Leaders ensure staff keep their knowledge and skills up to date. Leaders ensure all staff have relevant first-aid training. This means any accidents are dealt with quickly, which helps to keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that staff are deployed effectively across the nursery to best support children	07/10/2022
take reasonable steps for children who speak English as an additional language to use their home language in their play	07/10/2022

ensure that all staff fully understand the intent of the curriculum and provide children with learning experiences that build on what they already know and can do.	07/10/2022
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To further improve the quality of the early years provision, the provider should:

- provide staff with more detailed feedback about their interactions with children, to raise their practice to a higher level
- enhance professional development opportunities so staff skills and expertise are used to improve teaching across the nursery.

Setting details

Unique reference number	EY477806
Local authority	Tameside
Inspection number	10249314
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 6
Total number of places	79
Number of children on roll	64
Name of registered person	Rosebuds Childcare Limited
Registered person unique reference number	RP525114
Telephone number	01616372850
Date of previous inspection	11 October 2016

Information about this early years setting

Rosebuds Nursery (Hurst Cross) registered in 2014. It is located in Ashton Under Lyne. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications. The nursery opens from Monday to Friday, all year round, except for one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Deborah Magee

Inspection activities

- 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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Parents, staff and children shared their views with the inspector.
- The manager and the inspector carried out a joint observation of an activity and evaluated its effectiveness together.
- 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.

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