

Inspection of Rossall Nursery

Broadway, Fleetwood FY7 8JW

Inspection date: 25 October 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are safe and happy at nursery. They form secure attachments with the attentive staff who want all children to feel at home. Parents now drop children off at the entrance to their classroom after precautions to reduce the spread of COVID-19 relaxed. This enables children to have a smooth transition from home to nursery. If they become upset leaving their parents, their key person comforts them. Parents say children settle quickly.

Children enjoy exploring a range of activities. For example, they pull fresh garden herbs from play dough. They develop hand-eye coordination as they pull the dough apart and lift the herbs to their noses. Staff help younger babies to move to different areas. They show them books and musical instruments. Babies respond with happy sounds when staff talk to them. Staff are highly attentive to children's needs. They offer bottles of milk when children show they are hungry. Staff help children drift off to sleep, remaining nearby, when they tire.

Children behave well. They respond to staff when asked to help tidy away. They follow known routines, excitedly coming to the carpet for songs and stories. Staff have high expectations for what young children can learn to do. They encourage them to keep trying with new skills. When children succeed, they delight in the praise staff give them.

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

- Partnership with parents is strong. Parents say they feel well informed about how their children are progressing. They appreciate the ideas staff suggest for learning at home. This is further supported by stay-and-play sessions, where parents can see how their children like to learn. This helps parents support their children's development and prepare for their next stage of learning.
- Children are physically active. They regularly explore the woods and beach, securely accessed from the private grounds. Children develop muscle strength and stability as they crawl and walk on different surfaces. They learn to balance as they climb through low-level trees.
- Staff form positive relationships with the children. They model good manners and show children how to share with their peers. As a result, children listen and respond to staff. They happily offer toys and books to staff, visitors and younger babies.
- Staff share a common vision for what they want children to know and learn. They work with the manager to plan activities that will help children take the next step in their development. For example, they set out puppets and textured books to encourage children to make sounds in their play. With staff support, this helps children learn through play and increases their focus.

- Staff talk to children about what they are doing. They introduce new words and give children time to process and respond. However, they do not consistently gain eye contact with children or model how to say words. This means children do not attempt to repeat the words in that moment.
- The dedicated manager regularly reflects on the quality of learning and development. When she sees areas for development, she mentors staff and finds relevant training courses. As a result, staff's understanding of children's learning and development deepens over time.
- Those with oversight and governance support the manager in her role. They have regular meetings to discuss how to achieve the best outcomes for the youngest children. They consider how to provide strong foundations through early learning experiences. The manager and headteacher of the preparatory school and nursery share a vision to give children confidence as they move through to the provision for older children. This joined-up approach helps provide consistency as children progress.
- Staff teach children to become increasingly independent. For example, they offer babies spoons to help them learn how to feed themselves. Staff model how to use knives and forks as they eat alongside older children. They show them how to scoop vegetables onto their plate at lunchtime. As a result, children develop their skill and gain confidence in their own abilities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff working with children are suitable and that mandatory training is kept up to date. Staff have a good knowledge of safeguarding. They know the procedures they should follow if they have any concerns about a child's welfare. Staff receive regular training and updates, such as on the risks relating to children being exposed to extreme views. The manager embeds a culture of safeguarding by checking staff's understanding using scenario-based questions. This helps staff feel confident in their ability to recognise the signs and symptoms of abuse.

What does the setting need to do to improve?

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

- develop further staff understanding of how to support the development of speech and language for young children.

Setting details

Unique reference number	2596488
Local authority	Lancashire
Inspection number	10251408
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	0 to 1
Total number of places	9
Number of children on roll	20
Name of registered person	Rossall School
Registered person unique reference number	2596487
Telephone number	01253774298
Date of previous inspection	Not applicable

Information about this early years setting

Rossall Nursery registered in 2020 and is managed by Rossall School. The inspection was carried out for the provision for children aged from birth to two years. The nursery also provides care and education for older children. This provision falls under the registration of the school. The provision for children aged from birth to two years employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one at level 5 and one holds qualified teacher status. The nursery opens Monday to Friday from 7.30am to 6pm, all year round.

Information about this inspection

Inspector

Susie Millward Sampson

Inspection activities

- This was the first routine inspection 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.
- Parents talked to the inspector in person and sent letters to share their views on the nursery.
- The manager took the inspector on a tour of the setting. She explained how the environment and curriculum are planned to promote learning.
- The inspector and manager completed a joint observation of an activity.
- A sample of relevant documents were viewed during the inspection.
- The inspector spent time observing the quality of staff interactions with children during the day.
- A leadership and management meeting was held with the nominated individual, manager and deputy.
- The inspector spoke to staff at appropriate times during the inspection 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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