

# Inspection of Rose Hill Nursery

Rosehill Nursery, Thomas Wall Pavilion, Thomas Wall Park, Green Lane, MORDEN,  
Surrey SM4 6SL

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Inspection date: 9 November 2022

## **Overall effectiveness**

## **Requires improvement**

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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**

Children demonstrate that they feel happy, safe and secure. They are warmly greeted by staff and quickly settle into their chosen activities before moving to their different rooms. The manager is clear about what children need to learn and why. However, not all staff always understand the learning intentions behind each activity. Therefore, the quality of teaching is variable. Staff working with older children overlook opportunities to challenge children's thinking and understanding during general activities. However, children are becoming independent learners. For example, babies move around with increasing confidence as they explore and investigate their environment. Children with special educational needs and/or disabilities (SEND) are supported well to make progress.

Children learn to make friends and play with each other and follow the positive example of staff. Children develop some worthwhile skills. For example, they use their physical skills to throw balls and run as well as making marks using chalks. Younger children sing familiar songs and listen to stories read by staff in a lively voice, discussing what that they see and experience around them. However, staff are unclear about what children need to learn to make good progress, so they do not shape activities to support children's next steps in learning. Some intentions for learning are too broad and not focused to secure knowledge of each child's individual needs.

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

- The manager and special educational needs coordinator work closely with outside professionals to ensure that children with SEND receive the support they need. Individual plans are devised and regularly reviewed, with clearly identified targets to help children make good progress. Staff have benefited from training in order to support children with SEND further. Staff also work closely with the parents of children with SEND. Additional funding is used to purchase resources to enhance children's interests.
- The manager implements a curriculum that supports all children to make progress. However, although staff interact well with the children, they are not clear on what they want children to learn during activities, particularly during children's chosen activities. For example, children playing a skittle game were not challenged in their learning.
- Children behave well most of the time. They play alongside each other, and staff encourage them to take turns and use good manners during their play and daily routines. However, staff expectations of children's behaviour are not consistent. For example, staff do not always address incidents of unwanted behaviour. For example, staff remind children to join for the register; when children refuse and run around the room, staff do not pursue this. To this end, children are not

learning what is expected of their behaviour.

- Overall, parents are happy with the communication they receive. They comment that recent changes to sharing children's learning journals is positive, as they can support their learning at home more effectively. However, some communication with parents is not consistent. For example, information received from parents is not shared effectively with those staff working closely with the children. This negatively impacts parent partnerships.
- During the day, transitions for children are not always smooth, and sometimes they can wait for long periods for an activity to begin. During this time, some children become restless, and children with SEND find these times upsetting and distressing.
- Staff promote children's communication skills. Children have opportunities to build on their language skills or learn new words. For example, children enjoy singing songs and rhymes, and staff encourage children to join in with familiar phrases as they listen to stories.
- Children are helped to develop their understanding of mathematical concepts. Staff support children to count and recognise shapes they have drawn. Older children enjoy simple addition and subtraction activities when using different objects.
- The senior management and manager carry out regular supervision sessions with staff. This gives staff the opportunity to discuss their professional development and receive feedback and enables the manager to check on their well-being. Staff have regular professional development opportunities, online and face to face. For example, the staff team recently attended training to develop ideas and activities to support children's attention and language skills.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of what to do if they have concerns regarding a child's well-being. They attend regular training to ensure they keep their safeguarding knowledge up to date. The manager displays important safeguarding information clearly in the setting for staff to access. Staff are clear about the procedures following a referral or any concerns they have about ensuring children's safety. Staff demonstrate a thorough understanding of the setting's whistle-blowing procedures. The manager understands the importance of working alongside other professionals. The management team check the suitability of staff and have a sound staff recruitment process in place.

## 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:**

	<b>Due date</b>
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improve staff understanding of curriculum intentions to enable them to focus specifically on what children need to learn next, ensuring that all activities and staff interactions challenge children's learning	30/11/2022
improve staff's understanding of behaviour management strategies so that they have a consistent approach to better support children's understanding of positive behaviour.	30/11/2022

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

- strengthen information sharing with parents to ensure a collaborative approach, to meet the needs of all children
- review the organisation of transitions throughout the day so children are not waiting too long.

## Setting details

<b>Unique reference number</b>	EY461151
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10236141
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	62
<b>Number of children on roll</b>	109
<b>Name of registered person</b>	Places For Children Limited
<b>Registered person unique reference number</b>	RP903812
<b>Telephone number</b>	02086443452
<b>Date of previous inspection</b>	21 February 2017

## Information about this early years setting

Rosehill Nursery registered in 2013 and is based in Rosehill, in the London Borough of Sutton. The nursery is open each weekday, from 8am to 6pm, for 50 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 11 members of staff who work with the children, including the manager. Of these, one member of staff has early years professional status, and there are 10 members of staff with relevant qualifications from level 2 to level 3.

## Information about this inspection

### Inspector

Tracey Murphy

## 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 setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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