

Inspection of Rosebuds Nursery (Hurst Cross)

Nook Lane, Ashton Under Lyne OL6 9HN

Inspection date:

16 December 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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happy and content. They leave their parents with ease and are eager to greet staff. In the main, children show positive attitudes towards their learning. However, some staff do not provide children with clear expectations about their behaviour. This results in some children not always fully understanding what is right and wrong. Staff know children well and form secure and loving bonds with them. Children frequently cuddle staff and snuggle into them while looking at books. Pre-school children enjoy playing in sand and giggle with delight while riding bicycles outdoors.

A newly introduced curriculum has not had enough time to be fully embedded across the nursery. This results in some activities not being pitched at the right level. For example, younger children are expected to know about the name of different shapes and the names of the seasons. Nevertheless, children do make progress and leave the setting with effective skills in readiness for their move on to school.

Children enjoy playing outdoors. They show good levels of physical dexterity as they balance, jump and climb. They are fascinated while looking at frost on the floor and tell staff that it is 'very cold'. Children are confident to greet the inspector and show a strong sense of belonging as they show him 'magical cakes' that they have made from dough.

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

- The manager, ably supported by a highly experienced leadership team, wants the best for children, staff and parents. Leaders have made many improvements since the last inspection, but there is still work to be done to raise standards. They are aware of what they need to do and have a comprehensive improvement plan in place. Leaders aspire for the nursery to be good and show determination and drive to achieve this.
- The manager shows a good understanding of child development and has devised a curriculum that is built on children's interests. However, she identifies that the newly introduced curriculum is not fully understood by all staff, and therefore some of the activities that staff provide to children are not always pitched at the right level. This means that some children do not always make the progress that they are capable of making.
- Staff report that the manager is 'amazing' and that she leads by example. They state that working at the nursery is like 'one big family'. Staff morale is high, and leaders give priority to their well-being. Supervision and appraisal systems have recently been redeveloped. Leaders acknowledge that further work is required to ensure that staff receive greater levels of coaching to help raise their practice to

a higher level.

- The experienced and highly dedicated special educational needs coordinator is an ambassador for removing barriers to learning. She is determined to ensure no child at the nursery is left behind and is relentless in her pursuit to engage with external professionals. This means that children with special educational needs and/or disabilities get the support they need.
- Overall, children have positive attitudes towards their learning. However, some staff are not consistent in providing children with clear expectations of behaviour. This means that, too often, children do not always know what is expected of them, and their behaviour begins to decline.
- The support in place for children who speak English as an additional language (EAL) is a strength of the nursery. Staff obtain key words in home languages, liaise with external professionals and use bilingual resources. Children who speak EAL gain a good command of English in a short period of time.
- In the main, partnership working is effective. Links with the community and external professionals are strong. However, leaders would like to further strengthen parental partnerships, to have a more collaborative approach to children's care and learning.
- Leaders fully understand the constraints of current issues affecting families in the locality. They have set up a successful 'pantry' where families can help themselves to items of food. Children learn about people who are less fortunate than them and raise funds for local charities. This provides children with a good understanding of the world in which they live.
- Staff instil a love of reading in children. They sit with them and read stories that children choose. Children relish these moments and gasp in anticipation at what comes next in the story. A successful lending library is in place, and children talk about taking books home to read with their families.

Safeguarding

The arrangements for safeguarding are effective.

Leaders deploy staff well, and children are supervised with vigilance. Staff access training in first aid and know how to deal with accidents and injuries. Robust systems are in place to ensure that staff are suitable to work with children. Risk assessments are effective, and the premises are safe and suitable for childcare. Staff attend safeguarding training, and they know the local referral procedure. Leaders understand their roles to protect children. They are aware of the steps to follow should an allegation be made against a staff member. Leaders are aware of the possible signs and symptoms of abuse and neglect. They understand child protection legislation and are aware of local child protection concerns.

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 provide children with clear expectations about their behaviour	27/01/2023
ensure that supervision sessions for staff foster a culture of ongoing support, coaching and guidance to raise their practice to a higher level.	27/01/2023

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

- support staff to better understand the curriculum and how to implement this so that activities are pitched at the right level
- strengthen parental partnerships so that a more collaborative approach to children's care and learning is achieved.

Setting details

Unique reference number	EY477806
Local authority	Tameside
Inspection number	10254420
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 5
Total number of places	65
Number of children on roll	74
Name of registered person	Rosebuds Childcare Limited
Registered person unique reference number	RP525114
Telephone number	01616372850
Date of previous inspection	31 August 2022

Information about this early years setting

Rosebuds Nursery (Hurst Cross) registered in 2014. It is located in Ashton Under Lyne. The nursery employs 14 members of childcare staff. Of these, 11 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
Luke Heaney

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with leaders and has taken that into account in his evaluation of the nursery.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact these had on children's learning.
- A joint observation was carried out by the inspector and manager.
- The inspector held discussions with the leadership team, staff and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- The inspector obtained the views of parents through discussions.

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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