

Inspection of Rosemellin Gooseberry Bush Day Nursery

Cliff View Road, CAMBORNE, Cornwall TR14 8QH

Inspection date:

2 February 2023

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

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

Managers do not ensure that toddlers benefit from a fully balanced and nutritious diet at the setting. They do not monitor staff's care practices as well as they could in relation to meeting toddler's dietary needs. Managers do not ensure parents of children in the toddler room are informed about what food and drink is offered to them.

Children feel happy and safe. Babies snuggle up with staff and read books together. There is a clear curriculum in place to support children's communication and language. Staff sing songs with toddlers and read books often. Pre-school children access books independently and enjoy looking at song cards during 'song time'.

Pre-school children have good relationships with their friends. They play happily together in the role-play kitchen. They are imaginative while they play with a castle and dinosaurs. Pre-school children are kind and take turns while they play a lotto game. They talk to each other as they play and say 'my turn' and 'your turn'. Staff teach these children the rules of the game. Pre-school children listen and respond positively to each other.

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

- Managers have not taken appropriate action to ensure that staff meet the needs of toddlers with food allergies or intolerances. This has led to toddlers not being offered dairy as part of their diet and parents are not informed of this. This does not fully support toddler's health and well-being. Procedures for managing children's food allergies and intolerances work well in the baby and pre-school rooms.
- There is a well thought-out curriculum in place for children. Staff work together on what they want children to learn. They plan for children to be confident communicators. Children sing nursery rhymes in all rooms. Babies listen to songs while they play. Pre-school children love to clap and walk around to action songs. They demonstrate good listening skills and follow instructions from staff to change direction and walk backward. Staff remind pre-school children to 'look behind you and watch out for your friends'.
- Staff support children with special educational needs and/or disabilities (SEND) effectively. They use visual cues and hand signs to communicate with children. For example, staff show children a nappy and ask if they can change them. Children respond with a hand sign 'yes'. Children with SEND participate in all activities on offer and experienced key persons meet their needs well.
- Pre-school children develop their knowledge of numbers and counting. They use tweezers to pick up pom-poms and sort them into coloured bowls. Staff

effectively support pre-school children to count as far as they can and ask them, 'what comes next?'. These children compare the number of pom-poms in the bowls and discuss which has the most and which has the least. Staff skilfully challenge the pre-school children by presenting them with two numbers and ask them, 'which number is bigger?'. Pre-school children have frequent opportunities to further their mathematical knowledge and skills.

- Children love to be active in the setting and develop good physical skills. Pre-school children run up and down grassy mounds in the garden and see who can roll down the fastest. Toddlers practise how to throw and catch a ball. Babies crawl over an arched bridge on the floor to build their core strength. Staff encourage toddlers to develop their fine motor skills. They roll play dough into 'wiggly worms' and try to pick up dried pasta with chopsticks.
- Parents feel their children are happy and settled in the setting. They receive information and photographs of what the children have experienced during the day. However, staff do not share children's next steps of development with parents, to extend their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs and symptoms of abuse or neglect and who the designated safeguarding leads in the setting are. Staff know the procedures for reporting concerns regarding a child or a member of staff, and which outside agencies to contact if required. Staff use an internal digital system which enables safeguarding concerns to be sent directly to the designated safeguarding leads. Staff take swift action to keep children safe. Risk assessments are robust. Staff remove equipment if it is unsafe. Staff help children to learn how to manage risk effectively. For example they teach children how to handle scissors and cut safely.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure children in the toddler room are provided with a nutritious and balanced diet to promote their health and well-being	09/02/2023
ensure parents of children in the toddler room are informed what food and drink is offered to toddlers	09/02/2023

improve the procedures for managing children's food allergies and intolerances in the toddler room.	02/03/2023
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To further improve the quality of the early years provision, the provider should:

- develop ways to share children's next steps of development with parents, to extend children's learning at home.

Setting details

Unique reference number	EY242198
Local authority	Cornwall
Inspection number	10276944
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 4
Total number of places	98
Number of children on roll	187
Name of registered person	Rosemellin Goosberry Bush
Registered person unique reference number	RP905669
Telephone number	01209 713119
Date of previous inspection	19 March 2019

Information about this early years setting

Rosemellin Gooseberry Bush Day Nursery registered at the current premises in 2002. The setting operates from a purpose-built nursery unit, adjacent to Rosemellin School, in Camborne, Cornwall. The nursery is open each weekday, from 8am to 6pm, all year round. There are 42 members of staff. Of these, 25 hold early years qualifications to at least level 3. There are four members of staff who hold early years professional status and four additional staff who hold a relevant level 6 qualification. There is one member of staff who holds a level 5 childcare qualification and five staff hold a level 4 childcare qualification. Three members of staff are working towards a childcare qualification.

Information about this inspection

Inspector
Jemma Honey

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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