

Inspection of Rose Park Day Nursery

95 High Street, FELTHAM, Middlesex TW13 4HG

Inspection date: 1 June 2023

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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Leaders worked tirelessly to meet the actions set during the previous visit. For example, they improved the supervision and deployment of staff to ensure children's safety during mealtimes. Effective risk assessments are now in place. This helps to keep children safe.

Children arrive happy and confidently leave parents at the door. Staff provide a warm welcome, which helps children feel secure. Staff know children well and provide activities that reflect their interests. For example, the 'dinosaurs' theme is visible indoors and outdoors, and some children eagerly listen to the story about their favourite animals. The manager is clear about what children need to learn and why. Furthermore, staff understand the learning intentions behind each activity. However, this knowledge does not consistently transfer into practice, and the quality of teaching and interactions is variable. This negatively impacts on children's attitudes towards learning and hinders the progress that some children make. This includes children with special educational needs and/or disabilities.

Children behave well, and staff are role models. Children gain some understanding of safety rules as they help staff to complete 'safety checks' for the outdoor area. Children learn to identify 'hazards' and remove them. This helps with their growing sense of responsibility.

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

- The quality of teaching and children's overall experiences in the setting are variable. Staff do not always receive effective support and guidance to help them to implement the curriculum that consistently meets children's developmental needs.
- Staff and children interact together with warmth and sensitivity, overall. However, staff do not always ensure that children who communicate less are provided with high-quality interactions. Furthermore, staff do not consistently ensure that children who speak English as an additional language have opportunities to hear and use their home language. The inconsistencies in the quality of interaction between staff and children hinder some children's language and communication development.
- Children develop an interest in books. Staff often read books that have been chosen by the children. However, on occasion, staff do not recognise when children remain sedentary for extended periods. This leads to children becoming disengaged and losing their initial focus.
- Staff complete required assessments and plan for children's next steps. However, the key-person system currently in place does not ensure that care is tailored to the individual needs of children. On occasions, staff do not spend

quality time with their key children. Consequently, children's learning needs are not consistently maximised.

- Staff provide opportunities for children to use their small muscles. This helps children to develop the skills they need for early writing. For example, children enjoy playing with play dough and mark-making activities.
- Children enjoy a variety of nutritious snacks and meals throughout the day. Staff talk to children about the importance of healthy eating, and children practise toothbrushing twice a day. Children have daily opportunities to be active and play outdoors. They develop their large-muscle skills as they run, jump, climb and balance.
- Staff remind children to wash their hands before mealtimes. However, the opportunities for children to practise important self-care skills are impacted by staff's inconsistent practice. For example, some staff take over when children need to blow their noses, pour their drinks or pack away toys. This impacts children's understanding of how to take care of themselves.
- Staff teach children some early mathematical skills. For example, they count how many children are in a group. Children enjoy building with blocks and learn about colours, shapes, sizes and patterns.
- Although leaders ensure that all staff have a knowledge of the policy and procedure for reporting and recording injuries and accidents, some staff need further reminders from the management to complete the accident form promptly.
- Children behave well, and staff support them to develop their social skills, such as encouraging them to say 'please' and 'thank you'. Staff recognise and praise good behaviour.
- Parents speak fondly of the staff at the setting and are happy with the level of communication they receive. Staff establish positive relationships with parents and make the effort to keep them involved.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of safeguarding. They are aware of signs and indicators that could mean a child is at risk of harm or abuse. They are confident with the procedure to follow if they have a concern about a child's welfare. Staff are aware of how to report concerns about a colleague's behaviour. They attend regular meetings, which help to support their safeguarding knowledge and ensure it is up to date. Leaders carry out regular risk assessments of the environment to minimise risks and maintain children's safety. Leaders have an effective recruitment process, which ensures that all staff are suitable to work with children.

What does the setting need to do to improve?

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

	Due date
provide targeted support to help staff improve their teaching skills and the quality of education to a good or higher level, and ensure that all children's learning is maximised in all areas of development	03/07/2023
improve the key-person system to tailor care and teaching to children's individual needs, and ensure that key persons organise the day in a way that consistently supports children's development	03/07/2023
ensure that all accidents and incidents are promptly recorded and monitored effectively.	03/07/2023

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

- improve the quality of staff interactions with children and provide opportunities for children to use and hear their home language to help their communication and language development
- review the organisation of the day to support children's engagement and to ensure children do not remain sedentary for extended periods of time
- ensure staff help children to learn and practise further important self-care skills during daily routines.

Setting details

Unique reference number	EY501746
Local authority	Hounslow
Inspection number	10293026
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	2 to 4
Total number of places	40
Number of children on roll	83
Name of registered person	Rose Park Day Nursery Ltd
Registered person unique reference number	RP535510
Telephone number	0208 8932825
Date of previous inspection	28 June 2018

Information about this early years setting

Rose Park Day Nursery Limited registered in 2016. It is located in Feltham, in the London Borough of Hounslow. The nursery is open each weekday from 8am to 6pm, all year round. The provider employs seven members of staff. Of these, two staff hold appropriate early years qualifications at level 6 and four staff hold relevant childcare qualifications at level 2 or 3. The nursery receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector
Agnes Wink

Inspection activities

- The inspector discussed the impact of the COVID-19 pandemic with the provider and has taken that into account during their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum intent and what they want children learn.
- The inspector talked to staff members at various times during the inspection and took account of their views.
- The inspector carried out joint observation of activities and snack time with the manager.
- The inspector talked to children during the inspection.
- The inspector spoke with parents and read questionnaires with parental feedback and took account their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on the children's learning.

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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