

Inspection of Rotherly Day Nursery, The Westgate School

The Westgate School, Cheriton Road, WINCHESTER, Hampshire SO22 5AZ

Inspection date: 14 June 2023

Overall effectiveness	Inadequate
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Not all staff have a good enough knowledge about the safeguarding and welfare requirements of the 'Statutory framework of the early years foundation stage'. This does not adequately support them to keep children safe.

Despite this, children show they are happy and settled at the nursery. They clearly enjoy their time in the staff's care. Older children are confident and develop strong friendships. They play games together and seek each other out. Younger children are caring, for example, they hand comforters to their friends. Babies laugh with delight as they play peekaboo with staff. Their emotional well-being is supported well.

Children listen to what staff say and follow instructions. They pay attention to their friends' views, and play cooperatively. Children show pride in their achievements, such as when using scissors to cut out shapes. They are self-motivated to play and learn. Children benefit from positive staff role models, who help them to manage their feelings and behaviour. Staff swiftly offer sensitive support when children struggle, such as helping children to the 'calming corner'. Children are developing an understanding of their emotions. They develop many skills to support them to move on to the next stage in their education.

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

- Although leaders and managers do not ensure that all staff have a secure understanding of safeguarding, teaching is good. There is a well-thought-out approach to children's learning at the nursery. Staff build on what children know and can do, from the earliest days in the baby room to the pre-school room. Staff encourage children to practise their skills through engaging activities. For instance, young children enjoy washing the dolls. They squeeze water from sponges and pour from jugs. This helps children to strengthen their hand muscles in readiness for writing.
- Staff receive regular support and supervision from managers. However, the arrangements for supporting and monitoring staff practice do not focus closely enough on ensuring that all staff fully understand the nursery curriculum. Some staff have a better understanding of the knowledge and skills they want children to learn at nursery. Although children engage in activities well, this leads to some inconsistencies in how effective staff support is for their learning.
- Staff know the children they care for well. They understand what children like to do and play with. Staff use this knowledge effectively to plan activities to stimulate children's learning. For instance, older children hunt for bugs outdoors, following on from previously making bug hotels with sticks. They listen attentively as staff explain how bees make honey. Children show a 'can-do'

attitude, for instance, as they later make their own bees and a hive from paper and cardboard.

- Staff place a strong focus on developing children's independence. All children have a voice in the nursery and are listened to by staff. For example, staff encourage babies to make informed choices about what to drink at snack time, using visual prompts to point to. Children show they enjoy the praise that staff offer them when they can point, sign or say the words for their choices. Their self-esteem is supported well.
- Children benefit from good support for their developing communication skills. There are little pockets of story times, such as outdoors in cosy spaces, in book corners and during shared group times. Staff excite and engage children as they share books and encourage a love of reading. Children take part in music groups, developing their listening skills. They follow the beat, tapping with sticks enthusiastically. Children develop into confident communicators.
- Staff provide children with plenty of uninterrupted time to play and learn. Children enjoy the challenge that the outdoor learning environment has to offer. They climb and balance, dig and play hide and seek with attentive staff. Staff provide children with opportunities to see the local community, such as when visiting the school grounds and nearby areas. Children develop an understanding of the wider world in which they are growing up.
- Parents comment positively about the opportunities that staff provide to support their children's learning. They say how much their children enjoy their time at the nursery.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not all fully understand their role to keep children safe. They have a variable knowledge of safeguarding. For example, staff are unable to identify the actions to take to escalate concerns about children's welfare, particularly to external agencies. This is because leaders and managers do not provide staff with the knowledge they need. Additionally, staff do not know to implement procedures to raise concerns about their colleagues. They do not know the process to report any concerns outside of the nursery. Nonetheless, there is a robust recruitment process in place. Leaders ensure that 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 and Childcare Register the provider must:

	Due date

ensure that staff have the appropriate knowledge and a full understanding of safeguarding, including the procedures to escalate concerns to external agencies, to keep children safe at all times.	14/07/2023
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To further improve the quality of the early years provision, the provider should:

- strengthen systems to ensure that all staff fully understand the nursery curriculum and ethos, and to monitor the quality of staff practice.

Setting details

Unique reference number	110046
Local authority	Hampshire
Inspection number	10289553
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	55
Number of children on roll	82
Name of registered person	The Westgate School Governing Body
Registered person unique reference number	RP524452
Telephone number	01962 854757
Date of previous inspection	29 November 2017

Information about this early years setting

Rotherly Day Nursery registered in 1991. It is situated in purpose-built premises on the Westgate School site. The nursery is affiliated to Westgate School, which has responsibility for all aspects of the day nursery. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. The nursery receives funding for the provision of early education for children aged two, three and four years. There are 15 members of staff who work with the children. Of these, nine members of staff hold qualifications at level 3 and above.

Information about this inspection

Inspector

Emma Dean

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 this into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they intend for the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector talked to the staff and children at appropriate times during the inspection.
- The inspector completed joint observations with the manager and the provider.
- Meetings were held between the inspector, provider, manager, headteacher and governor. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- Parents shared their views of the setting with the inspector.

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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