

Inspection of Rosehill Day Nursery

Site 6 Allenbrook Road, Rosehill Industrial Estate, Carlisle, Cumbria CA1 2UT

Inspection date: 25 July 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Leaders and staff work together to plan, design and implement a highly effective curriculum that gives children the skills and independence they need for later life. Children thrive due to the warm welcome and the close and consistent interactions they receive. These strong and secure attachments with staff help children to settle quickly and easily. Staff have high expectations for all children and they support children's exceptional desire for learning. Staff consistently build on the children's interests and skilfully challenge and extend children's learning so that they achieve the best possible outcomes.

Leaders and staff create an environment that supports an ambitious curriculum. Children are focused, engaged, curious and active. Staff's teaching helps children to remember what they know and builds on what they need to learn next. For instance, children confidently recall the story of 'The Hare and the Tortoise'. They compare the characteristics of the animals and staff cleverly introduce new vocabulary, such as 'habitat' and 'whiskers'. Staff help children to respect and consider the feelings of others, and to keep themselves and others safe. Staff instil confidence and this supports children's exemplary behaviour. For example, during the introduction of a pet rabbit at group time, the children know to be quiet as noise may frighten it. They recall how the rabbit has sharp nails, and collect pillows for themselves and their friends to put on their knees.

All children, including those with special educational needs and/or disabilities (SEND), flourish. This is largely attributed to the staff's strong commitment to inclusion and to ensuring that funding matches the support each child needs. Staff work closely with parents and other professionals to swiftly identify where additional help is required. This means that the support packages and referrals are quickly put in place to ensure that children make the best progress possible.

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

- The leadership and management of the nursery are inspirational. They prioritise staff's ongoing performance and professional development effectively to maintain high standards. Leaders are highly effective in promoting excellence within the whole-staff team and staff's well-being is given high priority. Leaders and staff continually strive for improvements and put children at the heart of everything they do.
- The curriculum is meticulously planned and embedded across the whole nursery. Teaching is of a consistently high quality. The highly skilled staff have an exceptional understanding of how children learn. Children thrive as their experiences are consistently built on and ensure they reach a high level of independence for going to school. Staff promote children's understanding of

personal safety. For instance, younger children understand that knives and scissors are sharp and that you have to be careful while using them.

- There is a strong curriculum focus on enhancing children's understanding of the world by giving them a rich set of experiences. For example, outings include visits to the agricultural market and litter picking while on woodland walks. This led to children developing an interest in recycling and saving the planet. They were delighted to receive a letter from Sir David Attenborough thanking them for helping. These opportunities and exciting adventures provide experiences that some children have missed because of the COVID-19 pandemic.
- Staff are very effective at promoting healthy lifestyles. They ensure that all children, including the youngest of babies, benefit from daily opportunities to access fresh air, physical activities and play outdoors. Staff work in close partnership with parents to ensure that specialised menus meet children's dietary requirements. Healthcare plans are maintained and followed when emergency procedures are required.
- The curriculum for communication and language, and literacy, is promoted consistently and exceptionally well throughout the nursery. Staff create an inspiring, language-rich environment, where children experience lots of opportunities to hear and engage in conversations, develop their love of reading, sing songs and take part in musical activities. This contributes to children becoming capable and confident communicators and builds on their love of reading.
- The individualised approach to transitions supports children to settle with ease. Staff know their children well. They have highly effective assessment procedures in place to identify children's learning needs. Referrals are sought swiftly, and when children move settings, their package of support is transferred to their new provision.
- Parents and carers are extremely complimentary about the nursery and all the staff caring for their children. They comment how they feel involved in their children's learning and that staff go 'above and beyond'. They are delighted with the exceptional progress their children make.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have an excellent knowledge of child protection and the action to take if they have any concerns. They demonstrate a clear understanding of when to seek professional advice if an allegation is made against a member of staff. Leaders follow safer recruitment to ensure that all adults, including regular visitors, have undergone suitability checks. The deployment of staff ensures that ratios are maintained and children are supervised effectively. Leaders have taken effective action to further strengthen the risk assessment procedures for children with allergies and dietary needs. They ensure that a consistent person prepares meals when the cook is absent and staff have completed additional allergen and 'adrenaline auto-injector' training.

Setting details

Unique reference number	2644514
Local authority	Cumberland
Inspection number	10295150
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	0 to 4
Total number of places	68
Number of children on roll	109
Name of registered person	Rosehill Day Nursery Limited
Registered person unique reference number	2644517
Telephone number	01228 210389
Date of previous inspection	Not applicable

Information about this early years setting

Rosehill Day Nursery registered in 2021. The setting employs 32 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3 to level 6. Three staff, including the manager, hold qualified teacher status. The setting operates all year round from 7.50am to 6pm, Monday to Friday, except for bank holidays and two weeks at Christmas. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carys Millican

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 nominated person and both managers joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector talked to staff and children 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 on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views. She also took account of written testimonials.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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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