

Inspection of Rosemount Nursery

6 Grosvenor Road, LONDON N10 2DS

Inspection date: 28 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are very happy and settled at this welcoming setting. They show that they feel safe and secure as they make choices about their play and interact positively with others. Children form affectionate relationships with the kind and attentive staff. Therefore, they are confident to share a joke or to seek a reassuring cuddle when needed.

Children respond positively to staff's high expectations. They play happily together and develop secure friendships with their peers. Older children demonstrate an awareness of the nursery's 'golden rules', such as 'good listening' during their group activities and being kind to others. They display positive attitudes to learning and concentrate well on the things that interest them. For example, children show creativity and attention to detail as they draw self-portraits using crayons.

Children's learning is enhanced considerably by the opportunities for outdoor play. The large garden is used all year round, to help children develop their curiosity and love of learning. Children have excellent opportunities to explore, discover and take risks in a safe environment. They develop superb physical strength and coordination. For example, children confidently carry large crates up a ladder to their playhouse. They demonstrate their active imaginations and good language skills as they explain that they are creating 'sun chairs' to sell in their pretend bed shop.

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

- The manager and staff have a clear aim for the curriculum. They help children to learn about the world around them and to build good foundations in all areas of learning. Therefore, children acquire a broad range of skills and knowledge in readiness for starting school.
- Children play and learn in a friendly and inclusive environment. Staff value the diversity of cultures and languages in the setting and reflect these in the activities and events that they provide. There is strong support for children who have special educational needs (SEND) to ensure that they access the full curriculum. Staff form effective partnerships with parents and other professionals to help children achieve as much as they can.
- Staff know their key children extremely well and speak with genuine affection about their individual characteristics. They track children's progress closely and identify where they need support. However, staff do not always use what they know about children effectively when planning and delivering group activities. Therefore, at times, children lose their focus or become confused about what staff are trying to teach them.
- Children show positive attitudes to learning. They are proud of their

achievements and enjoy sharing these with staff. Children are full of energy and creativity during their self-led play. For example, they create their own props during role play, such as using petals and leaves to represent food, or making a bed for their dolls from pinecones.

- Children develop their language and literacy skills particularly well and learn to express themselves effectively and with confidence. They have access to a wide range of books and listen to stories each day. Older children practise their writing skills and learn about letters and sounds. They enjoy lively conversations with staff, who introduce a broad range of vocabulary during play.
- In general, staff promote children's personal care skills well. For instance, they teach children to use tissues independently and to wash their hands at appropriate times. However, the routines at some mealtimes are not successfully organised to support children's learning and independence as effectively as possible.
- Staff say that they thoroughly enjoy working at the setting and are well supported by the owner, manager and other colleagues. They have regular supervision and training to help develop their professional skills and knowledge. Staff speak enthusiastically about the positive impact of training. For example, they have enhanced the strategies to support children with SEND.
- Parents speak highly of the setting and describe it as a 'home from home'. They say staff are genuinely attentive and caring. Therefore, they are confident to leave their children because they know that they are safe and happy. Parents are kept well informed about their children's progress. They appreciate the opportunities to be involved in their children's learning, such as through the setting's book-lending scheme and by attending special events.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to safeguard children. They complete safeguarding training and regularly discuss a range of safeguarding matters to help strengthen their knowledge. This includes issues such as the risks from exposure to extreme views or domestic abuse. Staff know how to identify the signs of child abuse. They are confident about what to do if they have a concern about a child's welfare or the conduct of a colleague. Staff supervise children effectively and assess the environment to remove and reduce potential hazards. There are robust recruitment processes to help ensure staff's suitability.

What does the setting need to do to improve?

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

- support staff to use what they know about children more effectively to plan and deliver group activities that consistently engage children and build on what they

already know and can do

- review and improve the organisation of some mealtime routines to further enhance the experiences and learning opportunities for children.

Setting details

Unique reference number	EY369641
Local authority	Haringey
Inspection number	10295401
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	2 to 4
Total number of places	40
Number of children on roll	46
Name of registered person	Rosemount Pre-School Nursery Limited
Registered person unique reference number	RP527829
Telephone number	02088 835 842
Date of previous inspection	1 December 2017

Information about this early years setting

Rosemount Nursery registered in 2008. It is situated in the Alexandra Park area of the London Borough of Haringey. The nursery operates each weekday, from 8am to 6pm, throughout most of the year. The provider employs eight staff. Of these, six hold childcare qualifications from level 2 to level 7. The nursery offers funded early education for children aged three and four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the provider has 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 showed the inspector around the premises and explained the curriculum and how the provision is organised.
- The inspector observed the quality of the education and considered the impact on children's learning. This included joint observations with the manager.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- The manager and owner met with the inspector to discuss leadership issues, such as staff recruitment. They ensured that relevant documents were available for the inspector to view.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023