

# Inspection of Rosemellin Gooseberry Bush Day Nursery

Cliff View Road, CAMBORNE, Cornwall TR14 8QH

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Inspection date: 1 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children feel safe and secure. They show this as they arrive happy and go to their key person to play. Pre-school-age children are polite and respectful. They welcome visitors by shaking their hands and say, 'Nice to meet you'. Staff value children's voices and feelings. For example, when it is time to change children's nappies, staff ask them 'Please may I change your nappy?'

There is a well-designed personal, social and emotional development curriculum in place. Staff spend time with children and their parents or carers when they first join the setting and identify children's starting points. They establish what children know and can do, and what they need to learn next. Staff have high expectations of children. They help them make relationships with their friends and overcome conflict. For example, children want to play with the same toy. At first, they struggle to share. Staff model how they can overcome this by offering suggestions and ways to play together. Children listen and respond positively. They manage to come to an agreement where they can both use the toy at the same time.

Parents speak highly of the communication they receive from the setting. Staff share children's next steps of development with parents to further their learning at home.

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

- Staff develop pre-school-age children's knowledge and understanding of mathematical concepts effectively. For example, staff ask them to find shapes that fit into a puzzle and count the number of pom-poms into a cup. Children show good listening skills and wait patiently for their turn. Staff extend children's knowledge of numbers by asking them to recognise the numeral they are counting.
- Children gain independence skills. Staff help toddlers to learn how to hold their cutlery. Pre-school children collect their plates and cups for snack and choose what they would like to eat. After lunch, children scrape any excess waste into the bin and wash their hands. Staff praise them for good choices.
- Pre-school-age children re-enact experiences from home. They dress baby dolls and put nappies on them. Children talk about what they may need and speak kindly to them. They learn about self-care skills and think about the needs of others.
- All children build on their physical development effectively. Pre-school-age children play 'races' in the garden and make their hearts 'beat fast'. Toddlers ride tricycles and develop their lower body muscles. Babies crawl over small arches, which builds on their core strength in preparation for taking their first steps.
- Staff support children with special educational needs and/or disabilities

effectively. They work closely with parents and external professionals to help them make progress towards their next steps of development. For example, staff make 'choosing boards' to help children make choices of what they would like to do next.

- Babies explore their senses and play with ice. They like to feel the cold sensation on their hands and watch the ice blocks slide in a tray. Babies enjoy this experience. However, at times, staff do not motivate and engage babies to be curious about other experiences on offer. For example, sometimes, babies wander around unoccupied.
- Staff sing to pre-school-age children while they are in the garden. Toddlers know the song time routine, space themselves out on the carpet, and join in with action songs. Babies listen to songs before lunch. Some staff use hand signs to help communicate with children. However, they do not fully support children in their early communication and language skills. For example, at times, staff speak very quickly and use complex sentences with children who are still developing their language. Children are not always able to hear or learn new words.
- Leaders share policies and procedures with new members of staff when they begin employment. This includes risk assessment procedures when children enter or leave the setting. Since the last inspection, staff have attended training on food and allergies. Staff have a wider understanding of how to manage allergies and parents are accurately informed about what children eat and drink.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know and identify signs and symptoms of possible abuse or neglect. They are confident about which agencies to contact should they have a concern over a child's welfare. Staff know what to do in the event of an allegation against a member of staff. Pre-school-age children learn how to begin to manage their own safety and take age-appropriate risks in their play. For example, staff help them to balance on beams in the garden. At first, staff hold the children's hands until they feel confident to try it on their own. Children follow the instructions on how to balance safely and then do it independently.

## What does the setting need to do to improve?

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

- provide more experiences to motivate and engage babies, to encourage their curiosity
- develop further ways to improve children's communication and language skills to enable them to hear and learn more new words.

## Setting details

<b>Unique reference number</b>	EY242198
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10314596
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	167
<b>Number of children on roll</b>	196
<b>Name of registered person</b>	Rosemellin Goosberry Bush
<b>Registered person unique reference number</b>	RP905669
<b>Telephone number</b>	01209 713119
<b>Date of previous inspection</b>	2 February 2023

## 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 50 members of staff. Of these, 27 hold early years qualifications to at least level 3. There is one member of staff that holds a relevant qualification at level 7 and four members of staff who hold early years professional status. There are five additional staff who hold a relevant level 6 qualification. There are six members of staff that hold a level 4 childcare qualification. Five members of staff are working towards a childcare qualification and two members of staff work in administration.

## Information about this inspection

**Inspector**  
Jemma Honey

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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