

Inspection of Rosewood Nursery

21 Roseville Road, Harehills, Leeds, West Yorkshire LS8 5DT

Inspection date: 14 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children very much enjoy their time at this busy, friendly and inclusive nursery. They are well motivated and have positive attitudes to their learning. Children are keen to explore and have a go at the broad range of activities on offer. Staff plan activities to help to develop children's early physical skills for mark making, climbing and problem-solving. Babies find their voices as they crawl and manipulate stubby crayons. Toddlers enjoy sharing books. Older children gain good literacy and mathematical skills as they learn to write their names, count and recognise shapes.

Staff are caring and have high expectations for all children. They treat children with respect and kindness and are consistently calm in their manner. Children are generally very well behaved. Staff use sensitive and age-appropriate methods for managing any unwanted behaviour. They frequently praise children for sharing and being considerate to others. Older children help their younger friends with tricky tasks, such as helping them to stand on balance boards. This supports children's confidence and self-esteem.

The experienced management team has a secure overview of the nursery's curriculum intent. The curriculum has a strong focus on the social, communication and physical skills that children need to learn before they leave for school. Staff use the knowledge gained from training and good mentoring to deliver interesting and challenging experiences. Staff tailor activities to meet all children's individual next steps in learning.

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

- Children build loving and trusting relationships with their key persons. Staff get to know children and their families well. They follow children's routines closely and this helps children to know what to expect. Staff use information about individual children's preferences to help them to relax and feel that they belong. Babies are treated with loving care and warmth. Children receive all the reassurance they need to explore in a very nurturing environment.
- Staff are skilled at adapting their teaching to children's abilities. For instance, they support children well to try new activities. Children follow instructions as they learn to use charcoal for drawing. Staff challenge them to draw around a doll and then draw clothes so she is not 'chilly'.
- Children with special educational needs and/or disabilities are very well supported. Staff support all children's speech and language development effectively and can recognise if any children are falling behind. They use small-group activities, provide a good commentary on children's play and listen to children throughout the day. This helps to extend children's growing vocabularies, particularly for younger children.

- Staff help children begin to understand the importance of healthy living. They explain to children that drinking fresh water benefits their bodies and oral health.
- Staff engage well with parents, collecting information from them about their children's starting points and interests. Parents provide very positive feedback about the service they receive. They report that staff regularly share what their children have been learning and how to continue this at home.
- Staff understand that improving and keeping their childcare knowledge and practices up to date helps improve the progress children make. The management team has a strong desire to drive improvement. It regularly supports staff to gain higher qualifications in childcare to improve outcomes for children. However, managers recognise that during times of transition, staff working in the room for two- to four-year-old children do not consistently support all children as well as possible to maximise their learning during these times. For example, younger children's excited behaviour occasionally impacts on other children's play and thinking.
- Overall, staff support children's independence to a good level. On arrival, children know to hang up their coats and put away their bags on a peg. They ask to go to the toilet independently. This helps to develop their independent and self-care skills ready for school. However, the manager has not fully considered how staff can develop children's independence skills to even higher levels and to carry out more tasks for themselves, particularly during mealtimes.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff attend regular safeguarding training. They fully understand the possible signs and symptoms that might indicate a child is at risk of harm. Staff know how to raise concerns with the management team and outside agencies in order to protect children. Staff understand the importance of asking questions, reporting and recording safeguarding concerns, however minor. They are aware of the duty to prevent children being drawn into situations that put them at risk. Staff confidently describe the procedure they would follow should they have concerns about a colleague's practice.

What does the setting need to do to improve?

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

- improve the organisation of changeover times to help children in the two- to four-year-old room maintain their good behaviour, so that quality learning experiences are consistently maintained
- consider ways for staff to offer even more opportunities for children to develop their independence by consistently allowing them to carry out more tasks for

themselves.

Setting details

Unique reference number	319354
Local authority	Leeds
Inspection number	10319246
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	0 to 4
Total number of places	60
Number of children on roll	45
Name of registered person	The Leeds Teaching Hospitals NHS Trust
Registered person unique reference number	RP901956
Telephone number	0113 2484705
Date of previous inspection	12 September 2018

Information about this early years setting

Rosewood Nursery has been operating since 1989 and is located in Leeds. The nursery employs 14 members of staff who work with children. Of these, all staff hold appropriate early years qualifications at level 3, including two staff who hold early years qualifications at level 6 and four staff at level 5. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Harvey

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.
- The inspector viewed the nursery and discussed the safety and suitability of the premises. She completed a learning walk with the manager of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of small-group activities with the manager. She spoke with staff and children at appropriate times.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector held a discussion with the manager and a senior member of the management team to discuss leadership and management, complaints and first-aid certificates. She 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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