

Inspection of Rose Hill Nursery

Rosehill Nursery, Thomas Wall Pavilion, Thomas Wall Park, Green Lane, MORDEN,
Surrey SM4 6SL

Inspection date: 6 November 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and well settled in this calm, welcoming nursery. Staff greet children warmly and respond sensitively to help children settle in. They build positive relationships from the start, which helps children feel safe and secure. Children are friendly and pleased to see their friends. Pre-school children play together to make tunnels for cars to roll through. Staff have high expectations for children's behaviour. They teach them simple yoga and meditation to support them to have calm moments during the day.

Children have very positive attitudes to learning. They are excited to explore the wide range of 'real' objects in the environment. They are curious to peel the papery skin from onions and make music on an old guitar. Children develop their physical skills, particularly outdoors. They learn to balance on beams and play ball games. Children grow their own vegetables and are excited to take these home to share with their families. Children have opportunities to make connections between indoor and outdoor environments. For example, they continue their interest in rolling cars through tubes by rolling balls along drainpipes, which helps to embed their learning.

The manager has taken positive action to improve since the last inspection. She is highly ambitious in relation to preparing children for the next stage in their learning. The curriculum is implemented well and supports children to develop their skills and knowledge over time. Therefore, all children make good progress.

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

- Staff use observations effectively to identify children's interests. They use this information to plan learning opportunities to extend children's learning. For example, staff notice children's interest in cars and label these with numbers to help pre-school children learn to recognise numerals. This positively impacts on children's concentration and attitudes to learning.
- Children's communication and language development is supported well. They enjoy looking at books in small groups and talk about the pictures. Children join in with familiar songs and rhymes. Younger children express themselves by pointing and making sounds, while older children engage in lively conversations. They respond to questions and learn to ask their own, such as 'Why are fireworks loud?'
- There are some strategies in place to support children who speak English as an additional language (EAL), such as displayed words in different languages. However, there are few opportunities for them to hear and use their home languages at the setting.
- Children with special educational needs and/or disabilities are supported well.

The manager has developed good relationships with other professionals. There are effective strategies in place to share information about their learning needs.

- Children learn to understand their emotions. For example, they talk about being scared of the fireworks. Staff encourage children to persevere in their activities and praise their achievements. This helps children develop their self-esteem and confidence.
- Staff teach children to be independent. From a young age, they learn to do things for themselves, such as putting on their own shoes and coats. Older children mix their own paints and learn to clean up spills. Older babies are excited to blow bubbles themselves and help to tidy away their toys. This helps children to develop skills they will need in later life.
- Staff teach children about healthy lifestyles. Children are encouraged to be physically active and to prepare their own healthy snacks. Staff remind them to drink water so they do not become dehydrated. Staff talk to children about oral health, and children show how they brush their teeth.
- Partnerships with parents are good. New parents say their children settle quickly and speak highly of the staff team. Staff share children's learning journeys with parents and invite them to share what children do at home. The manager has introduced a home library scheme, so all children have an opportunity to take books home.
- The manager has implemented strategies to monitor staff practice. Staff attend regular training to develop their knowledge. They are encouraged to share their learning with the team. Staff say they feel well supported and part of a strong team.

Safeguarding

The arrangements for safeguarding are effective.

The manager follows appropriate recruitment processes to ensure that only suitable people are employed to work with children. All staff have enhanced Disclosure and Barring Service checks. Staff know the signs and symptoms of abuse and how to report their concerns, including whistle-blowing concerns about other adults. They attend regular training to keep their knowledge up to date. There are effective risk assessments in place to keep children safe. The majority of staff have completed paediatric first-aid training and know how to respond in an emergency.

What does the setting need to do to improve?

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

- further extend the opportunities for children who speak EAL to hear and speak their own languages.

Setting details

Unique reference number	EY461151
Local authority	Sutton
Inspection number	10265713
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	62
Number of children on roll	56
Name of registered person	Places For Children Limited
Registered person unique reference number	RP903812
Telephone number	02086443452
Date of previous inspection	9 November 2022

Information about this early years setting

Rosehill Nursery registered in 2013 and is based in Rosehill, in the London Borough of Sutton. The nursery is open each weekday, from 8am to 6pm, for 50 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 12 members of staff who work with the children, including the manager. All staff hold relevant childcare qualifications from level 2 to level 6.

Information about this inspection

Inspector

Kyrstie Gennoe

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff 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 that this was having on children's learning.
- The manager and the inspector carried out a joint observation during a small-group activity.
- Several parents spoke to the inspector during the inspection and shared 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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