

Inspection of Rosie's Childcare

3 St. Andrews Hill, Waterbeach, CAMBRIDGE CB25 9NA

Inspection date: 29 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Staff help children settle and feel safe in their company. They are kind and attentive to their needs. They speak to children in a calm, soothing voice, always ensuring that they maintain eye contact when speaking and use positive facial expressions. Children respond well to the staff. They smile at them and enjoy cuddles or activities, such as looking at books together.

Staff provide an environment that encourages children to explore and move about freely. Low-level furniture provides good support for those children learning to walk as they can pull themselves up to a standing position to participate in activities. Staff ensure activities support children's interests and learning needs. For example, babies are provided with a number of mirrors around the room as they have recently relished discovering their reflection. When looking in the mirrors, staff introduce and teach them about their facial features.

Staff help children use a wide range of senses as they introduce them to sensory play. Young children enjoy exploring the textures of wet and dry materials, such as custard and oats. This helps them to begin the development of their creative thoughts and imagination over time.

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

- The provider has worked hard to meet the actions set at the last inspection. For example, all directors associated with the setting have had their suitability checked by Ofsted and fresh drinking water is constantly accessible to children. Children were seen freely accessing their water bottle during the inspection. More emphasis has been placed on promoting and supporting staff's professional development to help improve practice and benefit the experiences of the children in the setting.
- Staff understand how to prepare children for the next stage of their education and provide a range of activities and play resources that interest them and motivate them to learn. They plan and implement a curriculum that places a strong focus on developing children's speaking and listening skills and encourages independence from an early age. Staff work very closely with parents right from the beginning to find out what children know and help them decide what they need to learn next.
- Staff encourage children to develop a 'can-do' attitude to learning. For example, young children learning to feed themselves are given their own spoon to use and they hold their own cup to have a drink when they decide they are thirsty. Staff praise and clap children for their achievements, such as when they stand with no support, helping to build their self-esteem and confidence.
- Staff are skilled at promoting and encouraging children's language development.

Recent speech and language training has really reinforced the importance of this and revised and upskilled staff's practice. Staff consistently speak to children as they play. They speak directly to them, use lots of repetitive language, build their vocabulary and give them plenty of time to respond. Singing and stories are part of everyday practice and staff take time to explore and describe what children can see on the page when they read books.

- Parents are constantly kept informed of their child's day, both through verbal feedback and an online application. They know about their child's development through ongoing assessment reports. Parents show their appreciation for the care their children receive, through written testimonies.
- Staff generally promote good hygiene practices, such as when changing nappies and preparing food. However, they do not always promote the same good levels of practice at mealtimes with encouraging babies' handwashing before eating. This does not help children to consistently develop an understanding of clear hygiene procedures.

Safeguarding

The arrangements for safeguarding are effective.

Staff have refreshed their safeguarding knowledge since the last inspection and completed training. Staff understand their duty to protect children in their care and demonstrate how they would recognise various signs and symptoms of abuse. Clear procedures are in place for reporting concerns about adults and children to the appropriate authorities. The provider has revised and improved her recruitment processes that help to assure the suitability of adults working with children.

What does the setting need to do to improve?

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

- improve mealtime procedures, so that children consistently learn about good hygienic practices.

Setting details

Unique reference number	2686365
Local authority	Cambridgeshire
Inspection number	10302658
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	1 to 3
Total number of places	18
Number of children on roll	2
Name of registered person	Rosie's Childcare Limited
Registered person unique reference number	2686363
Telephone number	01223 441902
Date of previous inspection	13 June 2023

Information about this early years setting

Rosie's Childcare registered in 2022. The setting opens Monday to Friday, from 8am until 6pm, throughout the year, closing for two weeks at Christmas. The setting employs two members of staff, one of whom holds an early years qualification at level 3. The setting is able to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Mooney

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 provider talked to the inspector about their curriculum and what they want their children to learn.
- 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 assessed the impact that this was having on children's learning.
- Parents shared their written views of the setting with the inspector.
- The provider showed the inspector a sample of key documentation on request.

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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