

Inspection of Rosendale Nursery

Rosendale Primary School, Rosendale Road, LONDON SE21 8LR

Inspection date: 8 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy. They form secure and trusting relationships with practitioners who warmly greet them as they arrive. This helps children to settle quickly. Children follow the routine and are kind to their peers. For example, older children ask their peers to join them making asteroids. Younger children patiently wait their turn on the climbing frame. Babies understand the cues of songs to know what is next. Practitioners are skilled at capturing children's interest when reading stories. Babies turn the flaps to discover zoo animals. They make the animal sounds and use actions to show how big they are. Older children go on a journey through space. They count backwards in anticipation of the rocket blast-off. Practitioners make good use of circle time to promote language skills.

Activities for the older children link to themes. Children develop their fine motor skills modelling play dough. In the garden, younger children ride on cars and scoop sand. Children are confident. They seek out practitioners to share their experiences. Babies toddle over to greet practitioners as they return to the room. Children develop good hygiene skills. Babies enjoy the support from practitioners to develop self-care skills such as washing their hands before meals.

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

- Leaders are clear on their vision for the nursery. They are well supported by their seniors and implement the same support for their staff. Regular supervisions consider staff's well-being. Staff feel valued as a team. The manager is aware of staff's workload and utilises her time to support them. However, she has not identified all weaknesses in the provision yet.
- There is a strong focus on communication. Practitioners seize opportunities to introduce vocabulary. For example, during a painting activity, children are introduced to new words around patterns, such as 'zigzag' and 'spiral'. Children are given time to describe what they see. Children who speak English as an additional language are supported with words and books in their home language. Leaders use funding effectively to train staff further in language and communication. This has a positive impact on children's communication overall.
- Parents speak highly of the nursery. They appreciate the regular engagement with practitioners that keeps them informed. For example, individual time to talk to practitioners on pick up cements their trust. Termly meetings with key persons provide parents with development updates on their children. Practitioners provide ideas and resources to parents. This enables children to continue their learning at home.
- Children with special educational needs and/or disabilities (SEND) are well supported. Practitioners work with parents to complete referrals and draw on professionals for assistance. Opportunities to access funding are successfully

achieved to ensure that children access their full entitlement. Individual education plans are updated to reflect children's development. This enables children with SEND to reach the best possible outcomes.

- Children's emotional development is well supported. Practitioners are caring and sensitive to children's needs. Children are confident and seek cuddles when they need reassurance. Practitioners praise children's efforts, which helps boost children's self-esteem. Practitioners know children well. They use opportunities to talk to children about significant events in their lives. This helps children to feel valued and included.
- Leaders know the intent of their curriculum. They reflect on practice and make adjustments to ensure that children can consolidate learning, for instance by stretching activities over two weeks. However, practitioners do not consistently implement this. For example, the learning environment for younger children is not organised to support their next steps. Therefore, some children do not benefit from opportunities to embed their learning.
- Children enjoy healthy, freshly cooked meals. Procedures are in place to ensure that allergies and dietary requirements are considered to keep children safe. Practitioners sit with children and make mealtimes a sociable event. Older children feed themselves, while babies are supported. However, children are not encouraged to serve their own meals, which would further develop their independence skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop staff's understanding of how a planned learning environment supports children's next steps effectively
- seize opportunities for children to increase their independence skills, especially at mealtimes
- build on systems to evaluate staff's practice to help identify any areas for development.

Setting details

Unique reference number	2652840
Local authority	Lambeth
Inspection number	10305416
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	57
Number of children on roll	64
Name of registered person	Dunraven Educational Trust
Registered person unique reference number	2652839
Telephone number	020 8670 4962
Date of previous inspection	Not applicable

Information about this early years setting

Rosendale Nursery registered in 2021 and is located in Rosendale Primary School, West Dulwich. The nursery cares for children in receipt of early years pupil premium and provides funded early education for two-, three- and four-year-old children. The nursery opens weekdays from 8am to 6pm for 48 weeks of the year, closing for two weeks at Christmas and over summer. There are 10 staff working with the children, of whom nine are qualified at level 3 and above.

Information about this inspection

Inspector

Karen Wells

Inspection activities

- This was the first routine inspection the nursery 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 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.
- Parents shared their views of the setting with the inspector.
- 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 inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- 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.

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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