

Inspection of Rosy Cheeks Nursery (Bentilee)

Bentilee Nursery, Chelmsford Drive, Stoke On Trent ST2 0JW

Inspection date: 16 December 2024

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children demonstrate that they feel safe, happy, settled, and are motivated to participate in the rich learning experiences that staff have prepared. They arrive at the nursery with elevated levels of enthusiasm and anticipation for the day, and excitedly greet their friends and the staff. Staff have a deep understanding of how young children develop, and they plan fun activities to support children's future learning. Staff sing familiar songs with babies and toddlers, and use props and instruments to increase their concentration and enjoyment. They add coloured scarves and play peekaboo games, which delight babies. Babies squeal with laughter and show that they have very strong bonds with staff.

The new manager has supported her team in creating an extremely ambitious curriculum that gives children rich experiences. The whole staff team is enthusiastic, knowledgeable and highly ambitious for all children who attend. The staff continuously seek the views of children, parents and other professionals to review the quality of the provision they provide. Any gaps in children's learning, or identified needs, are communicated to parents. Support is put in place without delay, ensuring that all children make the best possible progress in their learning. Staff demonstrate their high expectations of children's behaviours, gently correcting unwanted behaviour and reinforcing positive behaviour with their meaningful discussions and praise. On the rare occasion when an unkind interaction occurs, staff are quick to respond and encourage children to remember the 'golden rules'. Staff consistently model respectful behaviour and boundaries. As a result, children are calm and their behaviour across the nursery is excellent.

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

- Children with special educational needs and/or disabilities (SEND) make exceptional progress in their learning and development. Staff use their knowledge of the children to expertly adapt their teaching and practice so that children with SEND continue to benefit from an inclusive and challenging curriculum. Staff work incredibly well with a wide range of professionals to improve outcomes for children.
- The manager effectively uses funding to give children opportunities that they may not ordinarily have. For example, funding has been used to give children access to multi-sensory resources to help them manage their emotions when they feel a need to be calm. Story sacks, home learning kits and stay-and-play sessions help parents to support their child's learning at home.
- Staff use their detailed knowledge of their key children and their observations and assessments of children's progress to plan appropriate next steps to move children's learning forward. Staff regularly share children's next steps in learning with parents to offer a highly complementary approach to children's care and

learning to maximise the progress they make.

- Staff use children's interests to ignite their engagement, strengthen their communication skills and help them acquire new vocabulary. Staff working with babies and toddlers talk to them constantly using clear and gentle tones and expressive facial expressions to convey meaning and emotions. Older children's vocabulary is constantly extended through the themes and topics. For example, they use words such as 'Arctic', 'Antarctic' and 'climate' in their winter problem-solving activity.
- Staff skilfully weave mathematics through daily activities and experiences. For example, staff support children to learn about colours, shapes and balance as they build with coloured blocks, counting as they do so. Staff seize these opportunities to discuss building 'along' or 'higher' and size and shape comparisons.
- Staff ensure that all children are given opportunities to be exposed to new experiences and skills to give them a firm foundation in their learning. For example, staff arrange trips that familiarise children with public transport, such as taking them on the bus and visiting the local food market. These opportunities develop children's sense of community.
- Children demonstrate high levels of independence. Staff encourage them to take an active part in their own self-care. This is evident in all age groups, with toileting, handwashing, feeding themselves and tidying away resources at the end of each session. Staff effectively consider children's personal development. For example, they support children to offer personal opinions and make choices about their learning. As a result, children develop high levels of confidence and self-esteem and feel that they and their opinions are valued by others.
- Children are provided with freshly prepared and well-balanced vegetarian meals, which are cooked on site daily. Children are introduced to healthy lifestyles, and staff place a strong emphasis on promoting healthy choices. For example, during mealtimes, they talk to the children about making healthy food choices. Children independently access water as they need it.
- Partnerships with parents are exceptional. The staff strive to build strong relationships and provide ongoing support for parents. Parents speak very highly of the setting. They praise the excellent communication and the dedication of the staff team.
- The new manager's passion for her work, her high attention to detail and excellent leadership inspire her team. Staff report feeling incredibly well supported by their manager and the provider. They are fully supported to further their careers and professional development through robust supervision, mentoring and training opportunities.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY473628
Local authority	Stoke-on-Trent
Inspection number	10364298
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	62
Number of children on roll	52
Name of registered person	Rosy Cheeks Nurseries Ltd
Registered person unique reference number	RP903504
Telephone number	01782 287 875
Date of previous inspection	24 January 2019

Information about this early years setting

Rosy Cheeks Nursery (Bentilee) registered in 2014 and is located in Stoke-on-Trent. The nursery is open from Monday to Friday, 7.30am to 5.30pm, all year round, and closes only for a week at Christmas. The nursery employs nine members of childcare staff. Of these, one has early years professional status, six hold an appropriate early years qualification at level 3, and one holds a qualification at level 2. The nursery provides early education funding for all eligible children.

Information about this inspection

Inspector
Beverley Devlin

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The 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.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and inspector carried out a joint observation of a communication and language activity.
- Parents shared their views of the setting with the inspector.
- 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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