

# Rosehill Early Years Centre

Inspection report for early years provision

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**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Rosehill Early Years Centre registered again under new ownership in 2012. It is one of a number of childcare facilities run by 4 Children. It operates from Rosehill Sure Start Children's Centre, Normanton, Derby. The nursery serves the local area and has strong links with the local schools. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children can attend for a variety of sessions. The nursery is registered on the Early Years Register. A maximum of 44 children may attend the nursery at any one time, all of whom may be in the early years age range. There are currently 79 children attending who are within this age range. The nursery provides funded early education for two- three- and four-year-olds. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 12 members of childcare staff. All hold appropriate early years qualifications. Two staff hold an early years degree. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle quickly and thoroughly enjoy their time in this vibrant and welcoming setting. They make good progress towards the early learning goals, taking part in activities, which are, mostly, well organised and appropriately challenging. Children achieve good levels of independence in most aspects of their self-care. Procedures for inclusion are highly effective, successfully promoting equality and diversity. Partnerships with parents, carers and all those involved in each child's care and learning are exceptional, leading to strong and productive relationships. Self-evaluation systems are highly effective, leading to sustained improvements throughout the provision.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend the opportunities for children to develop their awareness of good hygiene routines
- review the planning and organisation of resources and challenging learning experiences that enhance children's progress towards the early learning goals.

## **The effectiveness of leadership and management of the early years provision**

Children are fully safeguarded because all staff are confident in their knowledge of how to protect them from harm and neglect. They participate in regular training and policy reviews to ensure that they have up-to-date information about recognition and response procedures. Recruitment, vetting and appraisal procedures are robust, ensuring that the continued suitability of all adults who work with the children. Risk assessments are thorough and detailed, ensuring that children are cared for in a safe and hazard free environment. All of the required records are accurately maintained for the safe and efficient management of the setting.

Children are highly valued and respected. Staff form strong and supportive relationships with each child and their family. They offer effective guidance to ensure that each child gets the support he or she needs at an early stage. Visual prompts and multiple language resources are used effectively throughout the provision, fully reflecting the diversity of the community it serves. This successfully promotes inclusion and helps children to make positive connections within the local and wider area.

Highly successful self-evaluation systems involve searching analysis of the views of all those who use the setting. This leads to innovative ideas to encourage exceptional levels of participation. For example, children review aspects of the provision they enjoy and help with the planning of menus and future activities. Staff contribute to internal audits to monitor the effectiveness of their practice and share ideas for future improvement. The nursery are part of the children's centre advisory board, made up of parents, professionals and community representatives, which provides further development opportunities within the setting and in the local community. Consequently, partnerships are excellent. Parents value the loving care and support their children receive and feel that they make good progress in their learning. Children receive good quality information about all aspects of the provision and their child's development and progress. They attend nursery workshops, which help them to engage fully in their child's learning and the educational programmes.

Rooms and resources are bright and accessible, creating a rich and varied learning environment, which is used effectively most of the time. As a result, babies and young children thrive in warm and comfortable surroundings, which enhances their sensory development. Older children enjoy free movement between the indoor and outdoor area, enabling them to make choices and decisions about their routines and play. However, the organisation of adult focused time for older children does not always successfully support their learning experiences and interests. This potentially limits children's capabilities and progress.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy planned purposeful play and exploration, both indoors and outdoors, which cover all areas of learning. Most activities present good levels of challenge and stimulate children's curiosity and interest. Staff use their expertise and knowledge of how children learn to observe, assess and plan for their continuing progress. Consequently, children make good progress towards the early learning goals. For example, children enjoy secure relationships within the setting, helping them to feel safe and reassured. They separate happily from their parents and are confident to seek out their friends and familiar adults for friendship and support. Babies and young children develop their independence and skills as they learn how to move their bodies with increasing control and coordination. They respond with smiles and expressions of excitement to a variety of sensory stimuli, such as the sun shining through the window and musical sounds. Children rest, sleep and eat according to their own routines, ensuring that they feel comfortable and well cared for.

Children with special educational needs and/or disabilities receive exceptional levels of support, ensuring their full participation in all aspects of the provision. Staff are attentive to their individual needs, working closely with parents, carers and a variety of support agencies to significantly enhance children's progress and capabilities. Children who speak English as an additional language, see and hear words in their home language, helping them to feel valued and special.

Older children are keen to talk about what they know and can do. They recall past and present events, identifying signs and symbols in the environment that have meaning and purpose. For example, children recognise colour patterns and shapes on celebratory flags, accurately naming the Olympic rings and the flag from their family's home country. They use numbers in familiar contexts to add on, take away and make comparisons. Children enjoy looking at books for pleasure and listen carefully to stories. They develop the skills they need for writing in a variety of ways, making marks with pencils and crayons and in the paint, foam and plant compost. However, opportunities for children to consolidate these skills are not always sufficiently challenging, given their age and capabilities.

Children enjoy good health and nutrition, eating a variety of vegetarian meals and fruit snacks. They take some responsibility for their personal hygiene, washing their hands before meals. However, tissues are not always readily accessible to children when they need to wipe their nose. This limits their abilities to practise good hygiene routines. The outdoor area is freely accessible to them, providing opportunities for regular fresh air and exercise. Children behave well because they are treated with kindness and respect and show consideration towards each other in their play and interactions.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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