

Rosie's Little Blessings

1 Rowner Road, GOSPORT, Hampshire, PO13 9UA

Inspection date	20/11/2012
Previous inspection date	20/01/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The nursery has developed strong systems of organisation to meet the safeguarding and welfare requirements.
- They have a consistent approach to maintaining safety and security, ensuring all children enjoy a safe and secure environment.
- There are effective systems to manage staff performance through regular appraisals and opportunities for training.
- They have suitable resources to promote children's learning.

It is not yet good because

- Children are not making the best possible progress taking into account their starting points because the nursery is not effectively using the observations of children's progress to plan activities for future learning.
- There are less adult-led activities that encourage and challenge children to acquire new skills or extend their levels of ability.
- There is less focus for encouraging children's speech and language through participation in meaningful speaking and listening activities, or including books, stories and rhymes.
- Parents provide information about their child's development but most do not see or contribute regularly to children's learning records.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector explained the process of the inspection and discussed tracking children and jointly observing an activity. The Ofsted notice was displayed for parents and the inspector provided a list of the documentation required.
- The inspector observed activities and spoke to children and staff. She tracked 2 children during the course of the inspection.
- The inspector spoke with parents when they collected children.
- The inspector checked documentation, viewed notices and reviewed children's records.
- At the end of the inspection, feedback was given to the provider, the manager and the coordinator.

Inspector

Christine Clint

Full Report

Information about the setting

Rosie's Little Blessings Nursery registered in 2009. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery is located in the Rowner area of Gosport in Hampshire, close to local schools and shops. Early years children have flexible use of several ground floor rooms in the premises, and the out of school club has further accommodation on the first floor. The setting has two secure outside play areas. The nursery operates from 6am until 8pm. Children can attend on a full or part time basis. Currently, there are 48 children on roll, of whom 37 are in the early years age range. The nursery provides funded education places for two, three and four-year-old children. There are 14 members of staff, of whom 10 staff hold relevant child care qualifications. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the systems for planning activities to promote children's progress in learning by a) using the observations of children's activities to plan further activities to help children progress in their next steps of learning; b) strengthening the balance of adult-led activities to engage and motivate children's play; c) using guidance to support the observation, assessment and planning process.

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

- strengthen and develop children's speech and language, for example, by using books, stories and rhymes, also by providing opportunities for children to participate in meaningful speaking and listening activities.
- plan time to share and reflect with parents on children's progress and development and encourage parents to see and contribute to children's records of learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery provides a suitable range of play provision to promote children's learning. Children show interest, they make choices and they move between resources. Older children are mostly keen to follow their own ideas for play. For example, children willingly work together outside to build with various pieces of concrete and bricks. They handle these and fit different sizes together, collecting sand and using this to put between the bricks. These activities show that children are developing in their physical abilities and they are able to communicate and explain their ideas, saying they are building a tower. Children also show increasing understanding of the world around them, they know the leaves are falling off the trees and they recognise and watch planes in the sky. They talk about adding birds and animals to pictures they are painting outside.

The children initiate most activities and staff do not often extend play to suitably challenge children or develop their learning. Consequently children are less engaged and motivated and their concentration is not increased. There is a planned topic displayed for the week but this does not correspond with the activities taking place. For example, staff talk about the theme for this week, which includes encouraging children to learn about parts of the body. Children listen and show interest, but no activities take place to link with this during the inspection. Staff regularly record observations of children's achievements but there are no organised systems to use these observations to monitor children's progress or plan future learning.

Children's ongoing communication and language development is generally supported and staff encourage children to learn new words. For example, staff use the play garage and include words to explain how they will park the car. 'Shall we reverse or drive in forwards?' The nursery provider and manager recognise the need to promote children's communication. Staff are currently attending training to increase their skills of promoting speech and language. However, there is limited focus on pronunciation or linking sounds and letters. Children are keen to sing with staff and they know the words of some Christmas songs, but they show less interest in books and stories. Staff do not include spontaneous rhymes or rhythms to improve children's speech and language.

Parents are aware of their child's key worker and they are encouraged to provide information when children first attend. This helps staff to know children's level of ability and assists staff in developing children's two-year-old assessments. The nursery provides annual meetings for parents to discuss children's ongoing development, although few parents attend and many parents do not regularly see or contribute to their child's records of learning.

The contribution of the early years provision to the well-being of children

Nursery staff have appropriate key worker roles and they follow daily routines to help children settle and belong. Staff are welcoming to children and parents and this promotes trust and emotional security. There is always a staff member available to supervise children's arrival and departure. The nursery has very flexible arrangements with parents for children's attendance and this clearly meets the needs of families who work a variety of different hours. Staff show a sound knowledge of individual children's characteristics

and they have built positive relationships with family members.

Children learn steadily about managing their own personal needs through everyday routines. They take responsibility for hand washing before snack and lunch time when staff remind them. Older children use the toilets independently and staff change younger children's nappies on an individual basis. Children have choice at snack time and this includes healthy options of fruit and bread sticks. They learn to serve themselves and take turns to spoon the portions of fruit. They all have individual drinks containers with their names and this encourages children to recognise their name in writing.

Children learn about taking small risks through very regular outdoor play, they manoeuvre wheeled toys and learn to steer. They handle heavy items and avoid each other's fingers and toes. Children have opportunities to experience climbing when they use the steps to the play house. They are developing relationships with each other and cooperating. The nursery provides sufficient resources and older children have more opportunities to freely select these and make decisions about their activities. For example, they find paper and pencils to use, they use the kettle in the role play area and pretend to make tea. The nursery is adequately meeting most children's all round development. Although the lack of planning for individual children's next steps in development impacts on children's opportunities for future learning and their transition to school

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

The nursery provider has made significant progress in many areas of organisation and management, although these improvements have not fully benefitted the learning and development programmes for children attending. The leadership and management have not monitored the educational programmes to fully ensure that the nursery is meeting the learning needs of children. The manager and coordinator have reviewed all the policies and procedures to meet the reviewed Early Years Foundation Stage. All staff and parents have received copies and staff have opportunities to discuss and learn these at regular meetings. Well organised systems to record children and staff attendance are now in place and this helps staff to see and understand the ratios required according to children's age. Staff are mainly well deployed and the introduction of 'walkie talkies' helps staff to support each other. This promotes safety for children because staff can maintain the required ratios of adults to children wherever the children are located.

The nursery has clear safeguarding procedures in place and the coordinator is the responsible child protection named officer. Staff know their responsibility to raise concerns and they have a sound understanding. The manager has competently developed detailed procedures for staff employment and for recording evidence of staff suitability. She has introduced new systems for staff appraisal and these now take place twice a year and include supervision. There are also full induction procedures. Staff have opportunities for further training and these are often linked with individual staff needs or interests. Some training is also organised to enable the nursery to adapt processes and introduce new systems, for example, 'how to record children's learning'. These organisational

improvements show that some evaluation has taken place and positive changes have improved the running of the nursery. However, the evaluation does not sufficiently show how the quality of children's learning will improve.

Parents have positive relationships with staff and there are daily opportunities for verbally sharing information. For example, staff record words in children's home language and they remind parents to explain the pronunciation at collection time. Staff also show that they support children's individual progress through sharing information with parents when other agencies are supporting children's welfare and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY397289
Local authority	Hampshire
Inspection number	889929
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	48
Number of children on roll	48
Name of provider	Victoria Wallace
Date of previous inspection	20/01/2010
Telephone number	02392 580597

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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