

# Rosehill Early Years Centre

17-19 Lower Dale Road, DERBY, DE23 6WY

<b>Inspection date</b>	07/05/2013
Previous inspection date	04/07/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
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## The quality and standards of the early years provision

### This provision is inadequate

- Staff have an insufficient understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, the educational programme is ineffective, planning is poor and staff do not accurately assess children's stage of development or identify their next steps. Consequently, children's individual care, learning and development needs are not met.
- Staff are not sufficiently attentive where there are children who have specific health and medical needs, meaning that children's well-being is not adequately protected.
- Children with special educational needs/or disabilities are not well supported due to the inconsistency of staff's knowledge in identifying and assessing children's needs.
- Temporary staff do not appropriately manage children's behaviour or implement the behaviour management procedure. Therefore, children do not always behave well.
- The monitoring of staff performance is poor and management's ability to promote improvement is weak, resulting in a poor quality experience for children.
- Children are not learning to show respect and care for the environment, so that they always have a stimulating environment to enjoy.

### It has the following strengths

- Children make appropriate relationships with the staff. As a result, they settle quickly into the nursery.

## 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.

## Inspection activities

- The inspector held a discussion with the supporting manager and acting manager, and spoke to staff, children and parents.
- The inspector went into the individual rooms of the nursery and observed free play, outside play and snack time.
- The inspector conducted a joint observation with the acting manager in the pre-school room.
- The inspector looked at the nursery's records including children's registration forms, assessment records, learning journeys and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, and the nursery's documentation, including the policies and procedures.

## Inspector

Janice Hughes

## **Full Report**

### **Information about the setting**

Rosehill Early Years Centre re-registered under new ownership in 2012 on the Early Years Register. It is one of a number of childcare facilities run by 4 Children, and operates from Rosehill Sure Start Children's Centre, in Normanton, in Derby. The nursery serves the local area. It 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. There are currently 79 children on roll who are within the early years 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 of whom hold appropriate early years qualifications. Two staff hold an early years degree. The nursery receives support from the local authority.

### **What the setting needs to do to improve further**

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

- ensure all staff have a secure understanding of the Statutory Framework for the Early Years Foundation Stage, paying particular attention to their ability to provide activities to promote children's individual learning and development
- ensure staff accurately assess children's stage of development and identify their next steps to effectively plan for their learning
- ensure children's well-being is effectively protected by ensuring staff are always attentive towards children's needs; particularly where children have specific health and medical needs
- ensure the special educational needs coordinator has the relevant skills in order to identify children's learning and care needs appropriately and provide help for families in accessing relevant services when necessary. For example, providing and implementing their care plans
- ensure that temporary staff are fully aware of and implement the nursery's behaviour management procedure, and that that they have the skills to manage children's behaviour appropriately and to help children understand how their behaviour impacts upon others
- implement effective supervision and monitoring arrangements which foster a culture of mutual support and continuous improvement that will help staff to understand their responsibilities concerning children's development, well-being and safety. For example, by accessing relevant training, conducting effective and regular supervisions and appraisals.

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

- develop ways of teaching children to care and respect their learning environment and caring for the toys the play with, so that they always have a stimulating environment to explore and enjoy.

**Inspection judgements**

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

Staff have an insufficient understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage and are not effectively meeting children's needs. As

a result, they do not provide enough activities to promote children's individual learning and development. They do not make good use of the observations they make to assess children's stage of development or identify their next steps efficiently to be able to plan for children's learning. Planning of the educational programme is weak and does not provide children with sufficient challenge. Interaction from staff fails to adequately inspire children. As a result, children are making inadequate progress in relation to their starting points.

Parents are encouraged to complete their child's 'all about me' booklet when they start at the nursery. This provides staff with an appropriate level of information about children's personality and abilities, which staff use to form their starting points for learning. Staff speak to parents as they arrive to collect the children, which gives them an adequate level of involvement in their children's learning and provides a sufficient level of consistency for children. In addition, parents also have opportunities to view their children's learning journey records on request.

Staff provide toys and resources that are suitable in number and quality. Children choose from these independently and generally enjoy the play experiences. The activities on offer provide some basic opportunities for incidental learning. For example, children can be creative with paint, flour and modelling dough; they can develop their imaginations in the home corner, play with sand, ride bicycles or read some books. However, due to poor interaction from staff, not all children are engaged and some children wander around aimlessly. Activities are not planned or reviewed for effectiveness. Staff do not try to effectively tune into the different messages children are trying to convey by their actions. For example, they do not talk to children to describe what they are doing in order to develop vocabulary and language structure. Progress for children in developing their prime areas, early literacy, mathematics and information technology skills is also limited because there are not enough opportunities to practise these skills effectively. As a result, children are not well prepared or supported enough for their next stage of learning, which is normally school.

Staff use the environment to appropriately support children who speak English as an additional language. For example, visual timetables, and displays of pictures and words in children's home languages contribute to their inclusion. However, the individual needs of children with special educational needs/or disabilities are not always met well. This is due to the inconsistency of staff's knowledge with regard to identifying children's learning and care needs appropriately and providing help for families to access relevant services from other agencies when necessary.

Overall, in the toddler room, the atmosphere is relatively calm and children enjoy sharing key parts from their day with their friends. Suitable interaction with staff helps them to engage in the activities. They explore and investigate the experience of feeling the mixture of shaving foam, which helps provide for their sensory development and creativity. They investigate how to build with blocks and become engaged in role play. Staff extend the young children's opportunities and experiences, and expand their imaginations appropriately. For example, children enjoy splashing in the water and staff extend this to washing the dolls. In this room, staff talk to the children about what they are doing and help them to develop their conversation skills sufficiently.

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

The nursery operates a key person system but the staff fail to implement this effectively, which results in children's needs not being suitably met at all times. For the most part, children enjoy playing in the nursery, but they do not always behave well when supervised by temporary staff. This is because these staff are not knowledgeable about how to appropriately manage children's behaviour and implement the nursery's behaviour management procedure. As a result, children do not receive consistent messages. For example, children challenge staff's requests and directions, and their actions sometimes cause other children to be hurt. Children generally settle well. Staff establish suitable relationships with children and their parents, and this helps children settle quickly. They chat, cuddle and sing songs to toddlers, which helps them to feel secure and create attachments to staff.

Most children develop their confidence and show an increasing sense of belonging. Children gain some independence in dressing as they put on and take off dressing up clothes with appropriate help and use the bathroom independently. Resources are stored at the children's level for them to select. They are beginning to develop self-motivation, choosing their activities and leaving these when they have finished playing. However, staff do not encourage the children to tidy away the toys they have used. As a result, the nursery soon becomes scattered with many toys that are covering the floor. For example, crayons, pencils and paper have been thrown on the floor, flour has fallen and mixed with water, and books have been left open, some of which have torn pages. As a result, children are not learning to show respect and care for the environment so that they always have a stimulating environment to enjoy.

Children take part in activities and daily routines that contribute to a healthy lifestyle. They enjoy the fresh air daily, as they use the outdoor environment and run around. They develop healthy eating habits as they enjoy fruit for snack and talk about foods that are good for them. They are able to help themselves to drinking water throughout the session. Children begin to learn about keeping safe as they use tools correctly, engage in regular emergency drills and negotiate a sloping outdoor area. However, staff in the pre-school room are not sufficiently attentive where there are children who have specific health and medical needs, and consequently, children's well-being is not adequately protected.

There are appropriate processes in place to support children's transitions from home into the nursery and to other early years provisions, such as school. Parents are able to stay and settle their children over a period of time. The nursery has suitable arrangements to support children's transitions to other settings, such as nurseries and school. They recognise the benefits of sharing information to enable new staff working with the children to have a sound understanding of what they can do, which helps their continuity of learning.

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

The leadership and management of the provision is inadequate. This setting has been without a permanent manager for over six months. The parent company has not ensured that staff who deputise in the absence of the supporting manager have a thorough understanding of all aspects relating to the running of the provision or to address regulatory issues. Staff do not have sufficient understanding of how to deliver the learning and development requirements and are not appropriately following the nursery's policies and procedures to take all necessary steps to keep children safe and well. Some staff have attended a child protection course and have an adequate awareness of the procedures to follow if they have any concerns that a child may be being abused. As a result, children are kept from harm. The safeguarding policy covers the use of mobile phones and cameras in the nursery, and a complaint record is available on request.

Systems to monitor staff practice and promote continuous improvement are weak. Staff do not attend regular training opportunities to update their knowledge and skills and are not proactive in identifying key priorities for improvement. Self-evaluation is not sufficiently rigorous, as staff are not identifying the strengths and weaknesses of the nursery. The supporting manager has begun to carry out staff supervision, but these are not regular and are not used to effectively support and coach staff. Although the nursery has addressed some of the recommendations from the last inspection adequately, there is not a consensus between the management and staff to continue to develop and maintain improvement.

Partnership working with parents is adequate and underpinned by regular communication. A folder with policies is accessible in the reception area, and parents receive a welcome pack with information about the provision to ensure they are suitably informed. Daily communication takes place to share information about children's experiences. Staff share appropriate information with other early years providers, such as the local pre-school and Sure Start centre, so that children receive suitable support to maintain consistency in their care and learning.

This inspection was brought forward because of a concern about children's medical needs not being met effectively. The inspection found this to be the case. The nursery is not promoting good health for children with medical needs, and staff are not following the nursery's policies and procedures to take all necessary steps to keep children safe and well. The concern also raised questions about the children not being provided with activities to challenge and stimulate them effectively. This also was found to be the case and children's learning is not being adequately provided for.

## 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

<b>Unique reference number</b>	EY440893
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	917610
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	79
<b>Name of provider</b>	4 Children
<b>Date of previous inspection</b>	04/07/2012
<b>Telephone number</b>	01132709006

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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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