

Rosie's Little Blessings

1 Rowner Road, GOSPORT, Hampshire, PO13 9UA

Inspection date	20/11/2013
Previous inspection date	20/11/2012

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 requires improvement

- The nursery has an established key person system that helps children form secure attachments and promotes their well-being.
- The organisation of snack time works well and enables children to make independent choices and develop their self-help skills.
- Partnerships with parents and other agencies are strong. This helps to ensure that children's individual needs are met and that parents are fully informed about their children's learning.

It is not yet good because

- The programme for literacy is not fully developed indoors and in the outdoor area.
- Staff miss opportunities during activities and daily routines to further promote and build on children's communication, understanding and language skills.
- Resources are limited and do not provide children with consistently rich and varied experiences.

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 talked with available staff, some parents and held discussions with the manager and the owner.
- The inspector examined documentation, including a sample of children's records, development plans and staff suitability records.
- The inspector observed children's play and staff interactions.

Inspector

Nadia Mahabir

Full report

Information about the setting

Rosie's Little Blessings Nursery registered in 2009 and is located in the Rowner area of Gosport in Hampshire. The nursery opens from 6am to 8pm, Monday to Friday all year round. Children have access to various play rooms on the ground floor and to a secure outside play area. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children are able to attend for a variety of sessions or for full days. There is an after school club where children have access to the first floor. The nursery receives funding for the provision of free early education for two-, three-, and four-year-olds. There are currently 48 children on roll of whom 37 are aged from two to under five years. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. A total of thirteen staff work directly with the children. Of these, twelve hold relevant qualifications at level 3 or higher.

What the setting needs to do to improve further

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

- provide a range of appropriate resources and challenges that support children's experiences.

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

- enhance children's literacy skills in the outdoor area by reviewing the range of written material available and provide more opportunities for children to practise their early writing skills in practical situations
- enhance children's communication and language skills, by taking opportunities to talk in depth to them about what they are doing, ask open-ended questions and introduce specific words linked to the context of their play, so that they can fully express themselves and talk about their experiences.

Inspection judgements

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

The staff have a sound understanding of the learning and development requirements. They interact well with their key children and are involved in children's play so that they are able to support learning and progression appropriately. All staff plan activities based

on children's interests and by taking account of information from parents. They observe what children do to deliver learning experiences across all areas. For instance, staff work with children during free play sessions to build on what they already know. The baby room is bright and cosy. Babies participate in many different sensory activities. For example, they have great fun pouring, splashing and bouncing different types of balls in the large water tray. Treasure baskets and sensory play is positively encouraged. However, resources to extend and challenge all children's interests are not always provided. This means the environment is not as stimulating as possible, to offer effective opportunities for children to become fully focussed on things that they see. There are also not as many signs and text in the outdoor environment as there are in the indoor provision. This means children's learning outdoors is not as effective as possible.

Staff do not always support children's language and communication well. Whilst reading stories, staff imitate noises of animals, children choose books and ask questions which staff respond to in a language the children understand. However, there are occasions when some staff do not always maximise the opportunities available to them to extend children's language. Consequently, children's language is not always fully supported. Where children have particular learning needs, the staff attend training and seek support to ensure that they can provide additional support for the child. This works successfully to ensure that all children are included and make progress from their individual starting points.

Staff encourage children to develop appropriate skills that support their readiness for school, for instance, as they help them play cooperatively with one another and practise being independent. Children have daily opportunities to participate in activities in smaller key groups. For example, staff use props well to talk, sing and engage children. This is helping to improve children's listening, concentration, and communication skills. Children show interest in books and request staff to read stories to them. Staff work well with parents to support children's development. Parents have opportunities at parents' evening to discuss detailed information about children's development. For instance, staff share what children can do as reflected in the progress check at two years.

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

The nursery has established a positive key person system, which supports children to form secure emotional attachments. For each child, induction is arranged with parents who stay in the nursery to support the settling-in phase. Practitioners gather information from parents about their likes and dislikes. They discuss children's home routines so that these can be followed within the provision. This provides a positive base for children to develop their independence skills. The nursery is generally inviting although resources to challenge children are not always provided and the outdoor learning environment is not used as effectively as the indoors to promote children's learning.

Staff are positive role models and support the children in developing supportive behaviour strategies by helping them manage sharing and disagreements effectively. They are aware of the need to promote children's independence, especially in relation to the older children

who will be going to school. Therefore they encourage the children to manage toileting, hand washing and changing to go outside for example themselves. Children are offered a range of nutritious meals and they sit together at mealtimes. This supports them to gain social skills, as well as developing their independence as they try to self-serve their food. Staff are attentive and responsive to children's individual care needs. They comfort children when they are tired and create a calm and soothing environment when children need to rest.

Staff have a sound awareness of children's allergies and dietary requirements and they encourage children to follow appropriate hygiene practices, which protects children from the risk of cross infection. Children benefit from regular fresh air and exercise during outdoor play, which supports their healthy lifestyles. Children demonstrate a secure understanding of space, especially when skilfully manoeuvring the wheeled toys to avoid riding into their friends or play equipment. They use a range of climbing and balancing resources outdoors, ranging from small to large pieces of play equipment. This enables children of all ages and abilities to develop climbing and balancing skills. Children gain some understanding of risk through planned activities and involvement in risk assessments

Staff effectively support children who are ready to move onto school. The manager encourages opportunities for children to visit their school with the key person. Primary school teachers are invited to nursery to meet the children in their familiar surroundings. Photographs are taken of the children's school and are made into books so that children can familiarise themselves and prompt discussion. Working in partnership has a positive impact on children.

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

The manager and staff have a sound understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff understand the procedures to follow in the event of any safeguarding concerns as they have attended safeguarding training. Management have attended the training for designated leads and show a sound awareness of their roles and responsibilities. Robust recruitment procedures ensure that adults are suitable to work with children and an induction programme prepares staff for their roles. These procedures contribute to the protection of children.

Partnership working is a strength of the nursery. The management team provide a range of information for parents, including a welcome pack when children first start. Staff keep parents informed about their child's progress and achievements and are proactive in encouraging parental involvement in their child's learning. The nursery seeks their views through discussions and involvement in children's records of learning and questionnaires. Parents benefit from an array of information displayed on the parents' notice board and regular updates in newsletters. There are well established links with external agencies to ensure information is shared appropriately for the benefit of children.

Appropriate staff appraisal and supervision takes place and all staff have a sound understanding of the Statutory Framework for the Early Years Foundation Stage. Staff attend training to meet the needs of the children present and are encouraged to take responsibility for particular areas of teaching to ensure the educational programmes are delivered effectively across the nursery. Recommendations made at the last inspection have, and continue to be, implemented. The manager can highlight strengths and areas for further development. For example, a buddy key person system is now in place to minimise any disruption for children should their own key person be absent for any reason. Development of the garden continues to progress and plans are in place to improve the outdoor play area. A self-evaluation process is regularly reviewed and includes parents and children's views. Staff work well together as a team to evaluate provision and make improvements where necessary. In-house training is also used to enhance practice. Generally, management have an accurate view of their nursery and are able to identify their key strengths. They recognise how further development will enhance the provision.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	939968
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	8 - 0
Total number of places	48
Number of children on roll	64
Name of provider	Victoria Wallace
Date of previous inspection	20/11/2012
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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