

Rosehill Early Years Centre

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

Inspection date	17/02/2014
Previous inspection date	07/05/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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

- Leadership and management is strong. Thorough evaluation of staff effectiveness, and prioritising support and improvements, is driving forward with the necessary changes to improve the quality of the provision.
- Teaching provides a broad and balanced range of activities, with effective support for children's independence as they move freely between the indoor and outdoor environments.
- Children are appropriately safeguarded as child protection procedures are suitably established, and staff consistently supervise children to promote their safety.
- Partnerships with parents and carers are developing well which promotes a consistent approach to supporting children. Thoughtful consideration is given to ways that information is gathered, that encourages a good number of parents and carers to contribute.

It is not yet good because

- The links between planning and assessment are not firmly established to prioritise the most relevant areas of support for children's learning and development so they make good progress.
- On occasion, the organisation of resources and equipment does not fully promote children's engagement in activities or fully support their learning.
- There is scope to further promote children's understanding of a healthy lifestyle

through explanations and activities that involve good hygiene practice.

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 observed activities in the 0 - 2 room and the outside learning environment.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Justine Ellaway

Full report

Information about the setting

Rosehill Early Years Centre re-registered in 2012 and is on the Early Years Register. It operates from Rosehill Sure Start Children's Centre, Normanton, Derby and is run by 4Children. It is accessible to all children and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. There are currently 64 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 seven members of childcare staff, all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- develop further the use of observations and assessments to prioritise support for children's next stage of learning where it is most needed, to ensure they make good progress towards the early learning goals
- ensure that the organisation of resources and equipment promotes children's engagement in activities and fully supports their learning.

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

- extend children's understanding of a healthy lifestyle, by consistently teaching them about the importance of good hygiene practice.

Inspection judgements

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

Staff practice is variable, but there is some good-quality teaching. Detailed planning demonstrates that all staff have a suitable understanding of the learning and development requirements. The attention to detail ensures that children have suitable opportunities to learn in each of the seven areas of learning. As a result children make reasonable progress towards the early learning goals. Staff maintain useful observations of each child's learning, and their progress over time. However, when staff use the information to plan

activities, they do not yet consistently prioritise where children need the most support, to ensure that all children make good progress. Although, the identification of support for children with special educational need and/or disabilities does usually prioritise the support needed with clear and specific targets and details of what staff need to do. The partnership with parents and carers is given careful consideration. Useful information is shared on a regular basis and through discussions, the children's daily communication book and regular review meetings. Parents' ongoing contributions are encouraged. This promotes a consistent approach to support children's learning and development.

Staff effectively support children to be independent and to attempt to do things for themselves. They encourage children to do up their coat, but when children struggle, they guide them through suitable explanations and a demonstration. As a result, children usually attempt to work something out before they ask for support. Recently implemented group activities have a positive impact on children's learning in sharing, listening and concentrating. Sound consideration is given to the learning objectives and how these can be delivered. Staff skilfully use props as well as different tones of voice to capture children's attention. Children are enthralled as the member of staff shows them the box that is the home of the character in the story. Children's language is well supported within this activity, as the member of staff encourages children to think and respond and to repeat letter sounds and words, to expand their vocabulary. Very clear and consistent explanations remind children of the expectations and encourage them to listen to others. Even children who have a very short attention span demonstrate that they are beginning to learn through participation in this activity. These group discussions also effectively support older children in their readiness for school.

Children have a range of opportunities to develop an understanding of the world. There is a mud kitchen and a bug hotel in the garden, with pictorial prompts to support children in identifying what they see. These and other pictures displayed within the nursery, along with staff speaking other languages, provide suitable support for children with English as an additional language. Staff effectively teach children to explore the effects of changes, for example, making satisfactory use of questioning to ask them to describe what they think will happen when they stir the rain into the mud. Staff teach children an understanding of mathematics during their play. For example, they count how many worms they have found. As a result, children are developing confidence in counting and are beginning to match objects to numbers. Children develop their physical skills, through activities both indoors and outdoors, for example, as they write and draw on the chalkboard.

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

Children are comfortable and confident and enjoy their time at the nursery. They have good relationships with all of the staff. Effective support means that children settle well into the nursery, with staff tailoring their visits and level of support to meet their needs. Staff also gather useful information from parents and carers to support children to settle within the nursery. Staff give effective support to ensure that children feel comfortable and secure around visitors. This effectively promotes children's emotional well-being. As

children move through the nursery, staff suitably consider how best to support them and when the appropriate time is for them to move. The nursery develops a detailed care plan, to ensure that children's individual needs are met, for example, they pay due consideration to any health issues. All staff undertake relevant training and demonstrate a sound understanding of the care plan, which means that children receive appropriate care. Where children require any medication, suitable procedures are followed to meet their needs. Effective consideration is given to support children as they move out of the setting.

Children behave well at the nursery. Staff teach children about the expectations and about right and wrong through being positive role models as well as giving sensitive and appropriate reminders. Children show respect and consideration for the environment as well as each other. The play rooms have a calm and friendly atmosphere. Staff deploy themselves effectively, so that children always have adults to relate to during play. The learning environment is exciting and well laid out, both indoors and outside. Children's free movement is well supported as they move freely between the indoors and the outdoors for the majority of the session. There are a suitable range of toys and resources, both indoors and outdoors to support children's learning across the seven areas. A large variety of toys are available for children to use independently. However, on occasion staff do not always fully consider which resources will best promote children's learning and development. For example, children's play is interrupted as they wait for staff to get materials to clean the chalk board before they continue.

Staff effectively teach children about their own safety. They teach children how to use the sit-and-ride toys so that they are safe as they go up and down the incline. Children show good control as they steer to the side and slow the trike down with their feet. Activities such as visiting the police station capture children's interest and further promotes their understanding of safety. Staff effectively teach children about a healthy lifestyle with regards to food and drink. They talk about the healthiness of the snack. However, opportunities to teach children about good hygiene are not always taken advantage of. Staff do not always explain why children need to wash their hands, or what is appropriate hygiene practice, when children cough or sneeze.

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

Leadership and management is strong. Having recently established a stable and effective team, this is starting to have a beneficial impact on the quality of the provision. All of the safeguarding and welfare requirements are effectively met. Due to recent training and regular testing of their knowledge, staff demonstrate a sound understanding of what to do if they have any concerns about a child attending the setting. A useful log of absences allows staff to monitor attendance and therefore help ensure children are safeguarded. The procedures to establish the suitability of staff at the time of appointment are thorough. The premises are safe for children to play in and staff are vigilant about supervising children at all times.

The manager has been in post for a few months and in this short time has made a

number of positive changes since the last inspection. Her approach to improving practice is carefully considered and ensures that each aspect is well embedded, providing solid foundations for further improvements. A rigorous and detailed action plan demonstrates that the manager knows exactly where improvements should be made and how. This includes a range of good practice ideas. The manager has high expectations of both herself and the staff and is honest and realistic. She has a clear understanding of the skills of staff and uses these well. For example, she asks staff who are skilled in particular activities to demonstrate these to others. The national organisation undertakes regular and rigorous audits and evaluations of practice, as well as support, to further improve the quality of practice and benefit the children who attend. Each aspect of the performance management system is detailed and well thought through. For example, the induction process reflects the individual's roles and responsibilities and prioritises the content appropriately. The detailed and high-quality supervision and appraisal system provides an honest appraisal of staff effectiveness and where they need to improve. Challenging and measurable targets, along with a relevant training programme, ensure that staff continually develop their knowledge and skills. Since the last inspection, staff have undertaken training in both behaviour management and observation and planning, and as a result both these aspects have improved considerably. Monitoring of children's progress enables the management team to effectively identify gaps in children's learning.

The coordination of support for children with a special educational need and/or disability is effective. A well organised folder of information evidences the support that is in place for each child and enables this to be effectively monitored. The designated coordinator takes a proactive approach to quickly identifying any support needs for children, as well as sharing this with parents and carers and involving relevant professionals. Where appropriate, support is also sought for the parent or carer as well as the child. Effective use is made of the links with other agencies. This is an area that has improved well since the last inspection. Useful information is shared with parents and carers through displays, as well as the initial and ongoing discussions. The communication book gives parents and carers a daily update on their child's day at nursery. A number of the staff speak other languages, which reflect some of the languages spoken in the community that the nursery serves. The nursery also makes effective use of its links with children's centre staff to communicate with parents and carers that may speak different languages. This enables appropriate support to be given to both children and parents. Suitable consideration is given to how to support children who also attend other settings. The manager demonstrates a commitment to sharing information about children's learning and development so that effective support is given.

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	EY440893
Local authority	Derby, City of
Inspection number	952457
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	43
Number of children on roll	64
Name of provider	4 Children
Date of previous inspection	07/05/2013
Telephone number	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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