

Rosehill Early Years Centre

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

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

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

- Good partnerships with parents and information sharing ensure all staff are familiar with children's individual routines and preferences. As a result, children settle well and form good bonds with staff, which support children's emotional well-being.
- Staff have a secure understanding of safeguarding procedures to be followed to protect children in their care and consistently refresh their knowledge to ensure children are kept safe at all times.
- Appropriate policies and procedures are in place, implemented by staff and monitored by management. This ensures that the health, safety and well-being of the children is promoted extremely well at all times.

It is not yet good because

- Staff do not promote children's language and communication effectively, because they do not extend children's vocabulary sufficiently well, enter into purposeful conversations or ask open-ended questions to encourage them to think critically or solve problems.
- The monitoring of staff performance is not robust and does not ensure teaching is consistently strong or that high standards are maintained to enhance children's learning.
- Staff do not always help children learn about the benefits of healthy eating.

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 throughout the nursery in both indoor and outdoor spaces.
The inspector held discussions with the manager, deputy and staff about
- safeguarding procedures, children's play and learning, behaviour management, care routines and partnerships with parents and other professionals.
- The inspector held a joint observation with the manager.
- The inspector took account of views of parents and carers spoken to on the day.
- The inspector looked at children's assessment records, planning documentation and a range of policies and record keeping procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children and the provider's evaluation form.

Inspector

Janice Hughes

Full report

Information about the setting

Rosehill Early Years Centre re-registered in 2012 and is on the Early Years Register. It is run by 4Children and operates from Rosehill Sure Start Children's Centre, Normanton, Derby. The nursery serves families from the local and surrounding area. The nursery is open each weekday from 8am to 6pm all year round, except for the week between Christmas and New Year and bank holidays. All children share access to a secure, enclosed outdoor play area. 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-old children and supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or level 3. The nursery receives support from a member of staff 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 that all staff develop the necessary skills and knowledge to know how to provide children with challenging and stimulating learning opportunities that promote all aspects of their language and communication development to the maximum potential
- improve monitoring of staff practice to increase staff's skills and improve the quality of teaching within the nursery, so that staff performance is sustained, constantly improved upon and is consistently strong throughout the nursery.

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

- use routine activities, such as snack times, more effectively to help children learn about the benefits of healthy eating.

Inspection judgements

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

Children enter the nursery in a bubbly manner and are greeted by enthusiastic staff. Staff obtain relevant information about children from their parents, through effective settling-in times. As a result, staff know children's preferences, dislikes and what they are capable of doing before they start the nursery. Consequently, they can plan activities that are of interest to children, which helps them to settle quickly into nursery life. Staff regularly

observe and assess children while they play. They use the information they gather to identify children's next steps in their learning and inform future planning. Planning is sufficiently focused and adequately meets the individual needs of children. Staff incorporate children's priority learning into their play and provide activities using the good selection of resources available. Assessment procedures are appropriate and provide sufficient information for key persons to identify any gaps in children's learning. Children with special educational needs and/or disabilities and also children who speak English as an additional language are wholly included in activities and make satisfactory progress given their starting points. For example, staff use children's home language and picture cards of common words to help them communicate. Staff also adapt their interactions to support their individual needs and enable them to join in activities. Parents speak fondly about the nursery and the staff. They appreciate the daily report staff provide to outline a child's day at the nursery. Staff have successfully completed the progress check for children between the ages of two and three years, which is shared with parents, providing them with information about how their child is progressing. Some parents talk about how they are involved in their children's learning and development at home as they work on the same targets as the nursery. They also speak about how well their children are supported in gaining the necessary skills and independence for their next stage in their learning, which is usually school.

Teaching is suitable and staff interaction with children is sound. The practice of staff in the nursery is generally purposeful and developmentally appropriate. However the quality of teaching is variable within rooms and between age groups. Some staff are knowledgeable of the areas of learning and clearly understand how children learn, ensuring they have rich, varied and imaginative experiences. They join in children's play and are always at their level, which motivates children, most of the time. Some staff are constantly talking to children and foster children's language skills appropriately, by introducing new words such as 'sparkle' and 'sticky' as children play with the play dough. However, most staff do not extend children's vocabulary and communication sufficiently well by asking open-ended questions that encourage the children to think or solve problems. In addition, these staff do not hold purposeful conversations that enable children to contribute. The conversations they do hold are short and do not enthuse or excite the children to enrich their learning or encourage them to join in. As a result, not all children are always suitably challenged, particularly those who are articulate. As a result, children are making satisfactory progress rather than good. The inconsistency in the quality of teaching affects all children's learning, because children from the two different age groups play together outside. For example, staff do not expand on the conversations children initiate when they are playing in the mud kitchen. Children talk about the sand they are using coming from China and that it is good sand for building with. They are excited and say they need to go on a plane if they want more sand. Staff however, do not develop or expand on this imagination by for example, asking the children about the journey, how they carried the sand or what they were going to build with it. This demonstrates that not all staff are enthusing or inspiring children's learning. In spite of this, children use their imaginations well and enjoy playing in the mud kitchen with the sand, pots, pans and different utensils to create cakes and pies. They independently stir and pour and use their handling skills well. Most children show characteristics of keen learners by engaging in the activity and stay focused for increasing amounts of time, depending on their age and stage of learning and development.

Children love being outside, they are developing their physical skills well. They use sit-and-ride toys and negotiate the obstacles manoeuvring around furniture and other children. They learn to climb and balance as they use the climbing wall and older pre-school children use this skilfully reaching the top without support from staff. Younger children, use smaller equipment and learn to catch and throw balls effectively. Toddler children enjoy exploring the plants they have grown. They feel the leaves and smell the strawberries. This helps their sensory development and understanding of the natural world. Children are creative and paint stripy patterns by mixing different colours encouraging both creativity and early mathematical skills. Mathematics is taught through adult-led activities, such as sorting objects and baking, which helps children to learn about shape, space and measurement. Staff encourage the children to count and use numbers in their play. For example, children from the pre-school room count how many sand castles have been made and children from the toddler room count the blocks they have used to build towers. Children are developing literacy skills while they play. They sit with friends and look at books. They discuss the pictures and learn to turn the pages carefully. This shows that children understand that books are pleasurable and also that they need to be treated with respect. Children from an early age have opportunities to use writing tools. Toddlers make marks, with chinks, paintbrushes and crayons and pre-school children are accurately writing their names. All children have opportunities to use cause and effect toys to aid the information, technology and communication toys. They press buttons on flashing toys and use technology equipment to play games and assist in switching on the DVD player to listen to stories and music.

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

Children show that they are happy and content as they play in this friendly nursery. The key person arrangement is effective because children have time to form strong bonds with particular members of staff. This means that children feel safe and secure as staff are attentive to them and quickly respond to their needs. This ensures children receive consistent and sensitive care from someone who knows them well, which promotes their emotional well-being. Staff interact positively with children and supervise them well at all times. Transitions into the nursery are well managed as settling-in procedures are tailored to children's individual needs. Staff discuss routines for younger children with their parents prior to them starting at the nursery. As a result, the continuity in routine helps young children to have a sense of belonging. Within the nursery, a gradual transition to their next room ensures that children have opportunities to form new relationships with staff and peers. Transition arrangements for children leaving the nursery are good as staff talk to children about what to expect when they start school, which helps to prepare them emotionally.

Most staff use toys and resources that the children have shown an interest in. Therefore, they enjoy play and as a result and they maintain concentration. In turn, this contributes positively to their good behaviour as they focus on their play activities. Children also learn to share resources and this means they develop an understanding of the boundaries of behaviour. Children are confident as they look and choose resources in their play. Children

have daily access to the outside area where there are opportunities for children to run around in the fresh air. Staff emphasise the importance of exercise to keep the children healthy. Staff give clear reminders during physical play to be mindful of others. As a result, children learn to be careful as they run around and have regard for the safety of others.

A variety of balanced meals are served daily and staff ensure children's dietary needs are met. Drinking water is accessible to children who can help themselves throughout the day. However, at snack time in the pre-school room children are not encouraged to learn about the benefits of healthy eating or the reasons for drinking water. This means that some care routines are not used appropriately to promote children's understanding of a healthy lifestyle. Hygiene takes a high priority for example, staff change children's nappies regularly to make sure they are comfortable and they use suitable procedures which include wearing gloves, spraying the changing mat and disposing of the nappies hygienically. Pre-school children are encouraged to develop their self-help skills as they wash their hands and put on their own coats. In addition at lunch time children help to lay the table, serve themselves and tidy away the plates when they have finished lunch, to aid their independence.

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

The inspection was prioritised by Ofsted following concerns raised about the supervision, safety and care of the children in the nursery. The inspection found that a child was left unsupervised in the outside area of the building. However, security is addressed well. Children are unable to leave the building and adults are met at the door by a member of staff to ensure that visitors can only access the playrooms when entry is allowed. Since the incident the manager has put further arrangements in place to ensure checks are thorough when children leave the outside area. For example, a member of staff goes and checks all of the outside area once the children have left and records that the area is clear. Also a risk assessment has been conducted on the incident. Children during the inspection are supervised well at all times and staffing ratios are correct. Therefore, no further action will be taken in relation to this concern at this time as there is no direct impact on children's safety. All staff are well qualified in child protection issues and clearly understand their roles and responsibilities in relation to this. For example, there are robust systems in place to ensure staff are suitably vetted and that all required documentation to verify the information of Disclosure and Barring Service checks are recorded and maintained. All new staff participate in a full induction, which includes a mandatory introduction to safeguarding and child protection. Designated persons for child protection are clear about their responsibility to support children and staff at all times. All staff have completed further child protection training, ensuring they are clear about procedures to be followed to protect children. Most staff hold an appropriate paediatric first-aid certificate. Risk assessments are completed to ensure hazards are identified and addressed appropriately to ensure the premises are safe for children. This contributes positively to the safeguarding of children. The key-person system is effective in ensuring children's care and routines from home are followed. This is clearly demonstrated for children with special

educational needs and/or disabilities. The key persons follow children's targets and support their needs efficiently to ensure secure attainments are made to aid children's development. Documentation, such as attendance registers, accident, medication and nappy changing forms are all completed accurately, to ensure that children's welfare is protected.

All staff have supervision meetings with a manager at regular intervals. Staff receive support to make improvements in their teaching practice and promote children's learning by using the resources effectively, which is one of the nursery's actions from the last inspection. However, the system is not robust enough for to improve the quality of teaching and to ensure that high standards are practised consistently throughout the nursery. Although most staff have a reasonable understanding of promoting children's learning appropriately, the quality of teaching is variable across the nursery. The current method for monitoring does not ensure that staff thoroughly understand how to excite and inspire children's learning and promote their language and communication skills. Staff are appropriately qualified for their roles and the impact of staff qualifications on the quality of the teaching and learning experiences for children is generally positive. The manager effectively monitors and tracks the progress of groups of children. This means she does has a clear overview of children's progress in order to target support if necessary. However, because of the inconsistencies in teaching this means that some children make steady, rather than good progress from their starting points. The management and staff have a positive attitude towards the continuous development of the provision. Systems of self-evaluation provide an overview of the nursery's strengths and areas for development. The manager completes ongoing development plans to help identify priorities for future improvements. Many successful changes have been made. One of these is the introduction of a nursery cook. This means food and drink are supplied by the nursery rather than outside agencies. As a result, the manager devises a menu to ensure children are always provided with healthy food and drink. The manager aspires to improve the nursery by regular review and evaluation of the nursery.

The partnerships with parents are based on good communication. Parents receive a wide range of information, for example, policies, including safeguarding procedures, which are displayed on parents' boards. They receive detailed information about how they can complain should a reason become necessary and staff provide a detailed information board for parents about children's learning and forthcoming events. Parents are asked to contribute to their child's learning journey. As a result, staff gain an understanding of the cultural values of the families who use the nursery. This helps staff to help parents to continue to support children's learning at home. The nursery works with external agencies to support children with special educational needs and is aware of working in partnership with schools and with other settings when this is relevant. Parents spoken to commented, 'I am really happy with the nursery and the staff' and 'my child loves it here and is doing really well'. The manager is aware of the importance of sharing information with other early years providers.

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	982120
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	17/02/2014
Telephone number	01132709006

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

