

Rosie's Little Blessings

1 Rowner Road, GOSPORT, Hampshire, PO13 9UA

Inspection date	17/11/2014
Previous inspection date	20/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Teaching is good because staff provide many opportunities for children to develop interest in their learning and gain independence.
- Children behave well. Staff offer positive support which encourages children to learn to share, cooperate and form relationships with adults and other children.
- Staff promote children's mathematical development well during spontaneous activities, as well as in adult-led activities.

It is not yet outstanding because

- Occasionally, staff do not organise some group times, such as story sessions to enable all children to concentrate well and maintain their interest.
- Very infrequently, staff do not see that children are trying to talk to them. As a result, opportunities to extend children's language and communication skills are not fully promoted.

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 examined a sample of documentation, including policies, procedures and children's records.
- The inspector conducted observations in all rooms of the nursery as well as outside, and invited the manager to take part in a joint observation.
- The inspector spoke to staff, leaders and managers at appropriate times during the inspection.
- The inspector observed the interaction between the staff and the children.
- The inspector spoke to a parent to gain views on the provision.

Inspector
Clare Leake

Full report

Information about the setting

Rosie's Little Blessings registered in 2009 and is privately owned. It 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 an outside play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children 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 28 children on roll aged from two years to under five years. The nursery supports children with special educational needs and/or disabilities. A total of eight staff work directly with the children. Of these, seven hold relevant qualifications at level 3.

What the setting needs to do to improve further

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

- make sure staff always utilise every opportunity to talk to children and fully support their language and communication skills.
- review the organisation of story time to ensure staff consistently maintain children's interests and concentration.

Inspection judgements

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

All children make good progress in their learning. Staff use their knowledge of the learning and development requirements to provide a good programme of experiences covering all areas of learning well. Staff assess children when they first start to find out their abilities and which areas they need to develop. Staff observe children regularly and use these observations to identify any gaps in children's learning and plan what they need to learn next. There are a very small number of occasions when children's learning is not fully supported. For example, the organisation of a story session did not successfully sustain all children's attention. In addition, a staff member did not make full use of an opportunity to engage in conversation with a child to enrich language development. Aside from these few occasions, overall, the quality of teaching is good.

Parents are welcomed into the nursery and encouraged to share information about their children, such as their likes, dislikes and family backgrounds. Staff ask parents to share information about their children's development. This means that the child's designated special person is aware of the child's interests and abilities so that he/she can plan

specifically for these. This means learning builds on what children already know and can do.

Parents contribute to the children's assessments at any time and, as a result, they are aware of the learning opportunities their children are experiencing. The nursery staff hold frequent parents' meetings where staff and parents discuss children's progress as well as the next stages in their learning.

In the main, the quality of teaching is good. Staff successfully support children in gaining the skills, attitudes and dispositions they need to be ready for starting school. Staff encourage the children to become increasingly independent when managing their personal needs, such as using the toilet and tidying up after themselves when they have had lunch. These high expectations promote children's personal, social and emotional development well.

Staff encourage children to use their imagination during spontaneous activities both inside and outside. For example, the children made a pretend train by using chairs and checked that all passengers had 'a lifejacket for safety', as well as a suitcase full of clothes when they pretended they were on the way to the beach. This means that children successfully develop their own imaginative and creative ideas. Staff acknowledge and value children's contributions at such times.

Staff spend time with their designated children during the day and relevant learning activities are planned based upon the children's individual needs. Staff promote children's communication and language generally well. Children happily sit with staff and listen to stories. They eagerly point to the pictures as the staff read to them. Staff use different voices for each character to make the story interesting.

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

Leaders and managers allocate each child a special person when they start at the nursery. Parents are aware of who this person is and spend time talking to them on a daily basis to exchange information regarding their children's care, learning and development. As a result, children form close emotional attachments to the staff early on in their care. They are happy, settled and confident in the nursery.

Staff provide a welcoming, well-resourced environment and make good use of the available resources. Children learn to play cooperatively from an early age because staff encourage them to share resources and take turns; for example, children play together when building a toy train track. Staff invite parents and children for settling-in sessions prior to starting at the nursery, which provides a smooth transfer for the children. As children move between groups in the nursery, they take part in visits with their special person to become familiar with their new environment. The nursery has formed strong links with the local schools and shares information regarding the children's learning and development needs. This means that children are emotionally secure and well prepared for the move to school.

Children are encouraged to stay healthy and use the outdoor area every day. This facility helps them to enjoy physical exercise in the fresh air in all weathers so they gain a positive attitude to being outside. Children help themselves to a range of healthy snacks, such as pear or kiwi fruit, which helps them to adopt healthy eating habits.

Staff teach children the importance of following good hygiene procedures when they wash and dry their hands before lunchtime. Children are keen to help the staff get ready for snack time. They help to count out the cups and bowls with staff. This supports their growing independence well.

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

The staff and the management team have a suitable understanding of how to keep children safe. They know the procedures to follow should they have any concerns about children's welfare. The nursery has a dedicated member of staff responsible for safeguarding children who shares her knowledge of child protection with staff at team meetings, as well as during spontaneous question and answer sessions. All staff have suitability checks and sign annual declarations to clarify their ongoing suitability to work with children.

Leaders and managers, along with staff, share an ambition to improve their practice. They have highlighted areas for improvement in the nursery, such as the outdoor area, and have started to address these. The staff have received support from outside agencies and have used advice to reflect on their practice and make positive changes. The manager undertakes observations of staff practice to improve the quality of teaching. Staff pay good attention to the learning and development requirements so children are making good progress from their starting abilities when they first start attending. Staff support partnerships with parents by frequent communication through various methods, including newsletters, chats and a social-networking page.

Staff carry out regular fire drills to ensure that children know how to leave the nursery safely and calmly in the event of an emergency. Daily risk assessments identify and reduce possible risks to the children's health and safety. The two owners' recruitment and induction procedures for new staff are robust, which means that staff working with the children are suitable to do so. The manager seeks references from former employers and carries out checks through the Disclosure and Barring Service to carefully assess the suitability of staff. These procedures help keep children safe effectively.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	962870
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	28
Name of provider	Victoria Wallace
Date of previous inspection	20/11/2013
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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