

# Rosie's Little Blessings

1 Rowner Road, Gosport, Hampshire, PO13 9UA



## Inspection date

18 May 2018

Previous inspection date

17 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The provider does not train all staff to understand the setting's safeguarding policies and procedures. She does not check that all staff have a current knowledge of safeguarding issues so that they are able to recognise children at risk. Staff do not report concerns to external agencies, such as children's social care, within an appropriate timeframe.
- The provider does not ensure that staff have a secure understanding of wider safeguarding issues and government guidance, such as the 'Prevent' duty.
- The provider does not arrange for staff to receive effective support to fulfil their job role. New members of staff do not consistently receive induction training. Staff are not able to access regular learning opportunities to develop their skills.
- There are serious weaknesses in the key-person system. Staff do not explain the key-person role to parents. Parents are not always sure whom to speak to if they have concerns about their children's care. Staff do not fully engage parents in their children's learning to support them in helping their children to make progress at home.
- Staff do not provide all parents with a short written summary that accurately reflects children's progress when their children are aged between two and three years.
- The manager does not evaluate the practice of the nursery adequately to identify areas for improvement.

### It has the following strengths

- Staff encourage children to share their opinions and talk about activities they enjoy.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that all staff fully understand the setting's safeguarding policies and procedures, that they understand how to identify children at risk of harm and that they report and record concerns to the appropriate agencies within a suitable timeframe</li> </ul>	29/06/2018
<ul style="list-style-type: none"> <li>■ ensure that staff have a secure knowledge of statutory government guidance, with particular regard to the 'Prevent' duty</li> </ul>	29/06/2018
<ul style="list-style-type: none"> <li>■ improve the support given to staff, to make sure that all staff have access to suitable training to improve their skills and that new staff are offered a full induction and fully understand the responsibilities of their role</li> </ul>	29/06/2018
<ul style="list-style-type: none"> <li>■ improve the key-person system to communicate clearly details of each child's key person with parents and to share information about children's individual care needs to help them settle well</li> </ul>	29/06/2018
<ul style="list-style-type: none"> <li>■ improve communication with parents to share details of children's learning and progress, and to offer advice about how parents can continue to support their children's learning at home</li> </ul>	29/06/2018
<ul style="list-style-type: none"> <li>■ provide parents of two- to three-year-old children with a written summary of their children's learning and development.</li> </ul>	29/06/2018

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

- strengthen systems of self-evaluation to highlight areas for improvement and to identify any breaches in requirements.

## **Inspection activities**

- The inspector observed staff teaching children in all areas of the provision.
- The inspector and the manager spoke about an activity they observed and discussed how it might be improved next time.
- The inspector held conversations with parents and talked about the methods staff use to communicate with them.
- The inspector spoke to staff about the progress children are making.
- The inspector accessed staff files and spoke to the manager about procedures for recruitment and vetting.

### **Inspector**

Julie Bruce

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The manager does not reflect on all areas of her provision to identify priorities for improvement. There are serious breaches in requirements that compromise children's welfare. Safeguarding is not effective. The provider has failed to check whether all staff know how to identify vulnerable children who are at risk of harm. She has not recognised that some staff have a weak understanding of the procedures to follow to share concerns about children's welfare. Staff have not consistently shared information with appropriate professionals so that any concerns can be properly investigated. In addition, the provider has not trained staff to recognise children who are at risk of radicalisation. The provider offers staff limited access to training to raise the quality of their teaching. She does not offer new staff coaching to learn more about their roles and responsibilities. However, the provider does follow safe procedures to recruit and vet new staff, such as always checking for suitable references. New staff are only allowed to work unsupervised with children once an enhanced Disclosure and Barring Service check is in place. The provider informs Ofsted of any changes in circumstance, such as when there is a new manager in place at the setting.

### **Quality of teaching, learning and assessment is inadequate**

The manager has not identified that parent partnerships are poor. Staff have not communicated clearly with all parents about who is their child's key person. This has a detrimental effect on children's learning. Staff have not effectively shared details of children's next steps with parents so that they can work together to support children. Staff do allow parents to read their child's two-year progress check. However, they do not provide parents with a copy, as required, that they can share with other professionals. Staff plan some interesting activities and they help older children to develop an understanding of simple scientific concepts. For example, they supported children to mix ingredients to make a 'volcano'. Children played a role in adding different materials. Staff encouraged children to use their memory skills and they discussed what they should add next. Children were excited as the volcano erupted. Staff help young children to investigate textures. For example, children added small amounts of water to sand, and filled and tapped containers, creating different sized castles.

### **Personal development, behaviour and welfare are inadequate**

The key-person role is not used effectively and staff do not encourage parents to share all details of children's care routines. Staff do not establish secure relationships with all children in their key groups and not all children settle well on arrival. However, staff do help children to develop their physical skills. For example, children balance on tyres and make circular motions with their arms as they make marks on paper. Staff support children to challenge gender stereotypes, such as when they encourage children to make choices about the role-play clothes they wear. Staff remind children to be kind to other people and children are polite towards their friends.

### **Outcomes for children are inadequate**

The failure of staff to communicate with parents about children's learning and care needs has a negative impact on children's development. Some children are not well prepared for their next stage of learning. They struggle to adapt to changes in their daily routine and they lack confidence. Children do develop a sense of personal responsibility, such as when they help staff to wash toys.

## Setting details

<b>Unique reference number</b>	EY397289
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1071199
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Victoria Wallace
<b>Registered person unique reference number</b>	RP515217
<b>Date of previous inspection</b>	17 November 2014
<b>Telephone number</b>	02392 580597

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 7am until 4.15pm from Monday to Friday all year round. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. A total of eight staff work directly with the children, seven of whom hold relevant qualifications at level 3.

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