

Rosebank Naturegarten

Pepper Street, Lymm, Cheshire WA13 0JT



Inspection date	20 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- Partnerships with parents are excellent. Staff value parent contributions and regularly update them on the progress their children make. Children thrive on these consistent working relationships and they make good progress in all areas of their learning.
- Children's transition to school is planned very well and secure relationships are formed with all those involved in the transition process. Children move on to school with ease and feel well prepared.
- Children experience a wide range of outings that help to promote their understanding of their local community and the wider world. For example, children attend regular story and craft sessions at the local library.
- Staff are sensitive and supportive of the varying needs of children, which contributes greatly to their well-being. They work closely with other professionals and welcome their advice and support. Parents value the support and guidance that they receive from staff.
- The outdoor area is vibrant, interesting and exciting. Children enjoy exploring the many activities and investigate in the forest area. They are physically active and learn to stay safe as they manage small acceptable risks in their play.
- The manager monitors and tracks children's progress across all areas of learning. Additional funding is used well to help close any gaps in children's learning.

It is not yet outstanding because:

- Occasionally, activities are too adult-led and staff do not encourage children to find their own ways of doing things.
- Staff do not consistently consider further ways to fully sustain children's engagement and enjoyment during some activities.

What the setting needs to do to improve further

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

- review the organisation of adult-led activities, to provide greater opportunities for children to find ways of doing things for themselves
- strengthen opportunities to fully support children's engagement and enjoyment during all activities.

Inspection activities

- The inspector observed activities and the quality of teaching in all areas of the setting indoors and outdoors.
- The inspector carried out joint observations with the manager.
- The inspector held a meeting with the educational director and the manager of the setting. She looked at children's learning records, policies and procedures, including those related to the suitability of staff.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.

Inspector
Helen Gaze

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff attend safeguarding training and they know what action to take should they have concerns regarding a child's safety or welfare. Staff work well together as a team and they deploy themselves effectively to help to keep children safe from harm. The manager works alongside staff to provide advice and support that helps to shape their practice. Staff benefit from regular supervision meetings, team meetings and training, which helps to further develop their knowledge and skills. The manager's self-evaluation is accurate and there is a clear vision for the future. She actively seeks the views of staff, parents and children and includes their suggestions in detailed action plans, that set out priorities for improvement.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and develop. They observe children as they play and continually assess their developing skills. Staff use the information to plan effectively for the next stage of children's learning. Children enjoy activities that help them to gain good skills in literacy. For example, during a messy play activity staff introduce letter sounds and model how to draw and write these. Older children begin to learn to write their own name. Overall, children enjoy opportunities to investigate and to solve problems. They fill buckets with natural materials and attach them to makeshift weighing scales to work out, which one is the heaviest. Young children learn to handle resources, such as cutlery, pots and pans in the mud kitchen area, which help to develop their small-muscle skills.

Personal development, behaviour and welfare are good

Staff spend time getting to know children and their families during robust settling-in procedures. They gather important information about children's interests and care routines to help them to meet their individual needs. Children form close bonds with caring and sensitive staff and their needs are well met. Staff support children well to understand the benefits of healthy eating. Children eat a range of healthy and nutritious meals that are prepared using fresh fruit and vegetables from the allotment. Staff talk to children about where their food comes from and explain why it is good for them. Mealtimes are relaxed, social occasions where children and staff sit together. Children show good levels of independence and older children pour their own drinks and serve themselves at mealtimes. Staff are positive role models and they help children to manage their emotions and behaviour.

Outcomes for children are good

Children make good progress from their starting points and are active and confident learners. Younger and older children enjoy playing with sand and water and learn about number, capacity, shape and size, as part of developing their early mathematical skills. Children learn important skills in readiness for their future learning, including their move to school.

Setting details

Unique reference number	EY500849
Local authority	Warrington
Inspection number	10076884
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 13
Total number of places	68
Number of children on roll	191
Name of registered person	The Rosebank Centre Limited
Registered person unique reference number	RP901217
Date of previous inspection	Not applicable
Telephone number	01925320161

Rosebank Naturegarten re-registered in 2016. The setting employs 12 members of childcare staff. Of these, 10 staff hold appropriate early years qualifications, including the manager who holds qualified teacher status. The setting opens Monday to Friday, 7.30am until 6pm. The setting receives funding to provide free early education for two-, three- and four-year-old children.

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