

Rosebuds Private Day Nursery

High Street, Gnosall, Stafford, Staffordshire ST20 0EX



Inspection date	1 November 2018
Previous inspection date	19 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Managers understand their safeguarding responsibilities. The premises are clean safe and secure. Staff efficiently implement a range of documentation that helps to support health and safety practises. Children's welfare is promoted at a good level.
- Staff are warm and friendly. They get to know children well and help them become familiar with the nursery. Children participate in the nursery routines, feel confident accessing activities and build positive relationships with those around them.
- Staff routinely observe children and make precise assessments of their learning. They plan good-quality activities that take account of children's interests, development and emerging needs.
- Children with special educational needs and/or disabilities and those accessing additional funding progress well. Staff ensure they benefit from the support they need to begin to catch up with their peers and narrow any achievement gaps.
- Managers monitor the curriculum, teaching and children's progress effectively. This helps to ensure all children make good progress from where they started.
- Staff teach children how to behave well. For example, staff gently give babies guidance about right and wrong. They help toddlers and pre-school children follow the nursery rules using behaviour reward charts. This helps to help foster positive behaviours.

It is not yet outstanding because:

- Babies skills in moving are not consistently promoted at an outstanding level. Staff do not always make the best use of the outdoor provision with babies. There is scope to extend their access to outdoor play to help provide them with greater challenges in their physical skills.
- Staff do not always share detailed two-way information about children's learning with all parents to help highly engage them in their children's education. Children do not benefit from consistently excellent continuity between the nursery and home.

What the setting needs to do to improve further

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

- make more frequent and effective use of the outdoor play area for babies to help further extend their skills in moving and promote their physical abilities at the highest level
- extend partnerships with parents and share more detailed two-way information about children's learning to help highly engage all parents in their children's education and foster excellent continuity between the nursery and home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager of the nursery.
- The inspector spoke to staff and held a meeting with the nursery management team.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Managers and staff have a clear understanding of child protection procedures. They can identify different signs of potential abuse, neglect or extreme views and behaviours and know how to respond appropriately to any concerns. This helps to protect children from harm. The majority of staff are well qualified. Managers supervise staff and support them in their roles. They ensure staff benefit from plenty of opportunities to upskill their teaching, safeguarding and welfare knowledge. This has a positive impact on the care and education provided. Self-evaluation is good. Managers reflect well on the strengths of the nursery and clear targets for development are set. This helps them to maintain good standards.

Quality of teaching, learning and assessment is good

Overall, staff are good teachers. The environment is stimulating. Staff provide activities and experiences that are age appropriate, interesting and offer children suitable levels of challenge across different areas of their learning. For example, babies enjoy exploratory play. They investigate a variety of cause and effect toys and experiment with using containers and sieves in water. Toddlers delight in creative activities, such as making collages and building with construction resources. Partnerships with relevant professionals, other providers and local schools are strong. This helps to foster good continuity between different organisations involved in children's education.

Personal development, behaviour and welfare are good

Staff foster healthy living. They introduce a range of healthy snacks and meals to the children and encourage them to try a variety of different foods. Staff help children to learn to manage their self-care independently and they promote good hygiene routines, such as regular hand washing. Staff also encourage exercise. Toddlers and pre-school children delight in physical activities outside, such as riding around on wheeled vehicles and playing ball games with their teachers. The nursery is inclusive. Staff find out about children's home lives and cultures. They help children learn about different traditions, customs and nationalities. Staff value children's opinions and views. Babies can make choices about activities and resources using visual cues. Toddlers and pre-school children spend time talking about their what activities they enjoy and contribute their ideas to the planning. This helps to boost their sense of belonging and self-esteem.

Outcomes for children are good

Children develop all the skills they need for the eventual move on to school. They are motivated to play, explore and learn. Children are good communicators. They can talk clearly and use sentences to express their needs and share their thoughts. Children listen to staff, respond well to instructions and enjoy the responsibility of small tasks, such as tidying up or laying the table for lunch. Children develop good social skills. They learn to share, negotiate and play well with others. Children also gain good skills in literacy and mathematics. They enjoy looking at books in small groups and during short phonic sessions develop an awareness of the letters of the alphabet and the sounds they make. Children like counting throughout the daily routines, solving simple number problems and putting together complex puzzles.

Setting details

Unique reference number	EY345281
Local authority	Staffordshire
Inspection number	10069768
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	0 - 4
Total number of places	32
Number of children on roll	33
Name of registered person	Harrison, Wendy Margaret
Registered person unique reference number	RP909563
Date of previous inspection	19 August 2014
Telephone number	01785 822229

Rosebuds Private Day Nursery registered in 2006. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above. The nursery operates all year around. Sessions are available Monday to Friday from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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