

# Rosemellin Gooseberry Bush Day Nursery

Cliff View Road, CAMBORNE, Cornwall TR14 8QH



<b>Inspection date</b>	19 March 2019
Previous inspection date	24 August 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- Managers are very skilled and knowledgeable. They work very well with staff and external advisers to reflect on all aspects of practice. There is a strong focus on continuous improvement and raising outcomes for children.
- Managers have made significant improvements to the nursery rooms and outdoor spaces. Well-chosen new furnishings, resources and equipment provide an exciting and interesting environment. This helps children to be involved in their learning effectively.
- Staff consistently praise children's efforts, and their positive interactions help children to learn expected levels of behaviour. Children's behaviour is very good.
- Strong partnerships with parents and carers promote a shared approach to children's learning and care. Staff keep parents and carers well informed about children's development. Parents and carers speak highly of the nursery.
- Caring and attentive staff form affectionate bonds with children. They get to know children's individual needs well. Children develop a secure sense of belonging and benefit from strong support to their social and emotional development.
- Staff provide very good support for children with special educational needs and/or disabilities. They work successfully with parents and outside agencies, to provide consistency in helping children to make good progress in their learning and development.
- Managers' monitoring of staff performance is not fully embedded, to help staff to identify how they can raise the quality of their teaching to the highest level possible.

## What the setting needs to do to improve further

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

- develop further the supervision process to focus more precisely on raising the quality of teaching to an even higher level.

### Inspection activities

- The inspector observed the quality of teaching indoors and outside and assessed the impact this has on children's learning and development.
- The inspector conducted two joint observations with the manager.
- The inspector held a meeting with the management team concerning the leadership and management of the nursery.
- The inspector took account of the views of parents spoken to on the day and spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, a sample of policies and procedures, and checked evidence of suitability and qualifications of staff.

### Inspector

Linda Williamson

## Inspection findings

### Effectiveness of leadership and management is good

Managers and staff are passionate about their work with children and their families. They receive very good support from the trustees. This helps to maintain a shared vision to be a strong resource for the families in the local community. The manager monitors children's learning conscientiously, to notice any gaps in their development. She uses funding effectively, and works with outside agencies, to help all children to reach their full potential. Strong partnerships with other providers and local schools provide a consistent approach to children's care and learning. Safeguarding is effective. Managers ensure all staff access regular training to support the safety and well-being of the children. Staff have good knowledge of safeguarding procedures. There are robust recruitment and induction procedures in place.

### Quality of teaching, learning and assessment is good

Staff make accurate assessments of children's level of development as they observe them during play. They plan a good mix of child-led and adult-guided activities that support children to successfully achieve the next steps in their learning. All children make good progress. Babies and toddlers receive high levels of care and support. This helps them to settle well and begin to develop their physical and communication skills effectively. For example, they enjoy climbing in and out of large wooden boxes and up and down small steps. Staff joyfully praise their actions and provide ongoing commentary about what they have achieved. Older children show very good levels of imagination and language skills during their role play. They enthusiastically take part in pretending to be different animals. Staff skilfully ask questions to further extend the children's ideas and help them to think about possible solutions to resolve conflicts.

### Personal development, behaviour and welfare are good

Children have lots of opportunities to play outside and to be physically active. Staff sensitively explain to children about how to play carefully together. This helps children learn how to keep themselves and others safe. Children who require additional support to help them develop their social and emotional skills have regular access to focused teaching in a well-resourced separate unit. The nursery is successfully taking part in a healthy eating programme. The staff recognise how their culture, ethos and environment can influence the health and well-being of the children in their care. Children are provided with nutritious snacks and meals. Managers work in close liaison with parents, for example, there are specialised parenting classes regularly available. This promotes a shared approach to developing children's personal, social and emotional skills.

### Outcomes for children are good

Children gain the skills they need for future learning and starting school. They take part in activities with enthusiasm and become motivated learners. Babies and toddlers show increasing levels of coordination as they learn how to stack toys successfully. Staff expertly follow children's interests. Older children confidently take part in large-group activities. They listen well to others and talk about their own experiences. They show good levels of independence and self-help skills.

## Setting details

<b>Unique reference number</b>	EY242198
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10100310
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	98
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Rosemellin Goosberry Bush
<b>Registered person unique reference number</b>	RP905669
<b>Date of previous inspection</b>	24 August 2017
<b>Telephone number</b>	01209 713119

Rosemellin Gooseberry Bush Day Nursery registered at the current premises in 2002. The setting operates from a purpose-built nursery unit, adjacent to Rosemellin School, in Camborne, Cornwall. The nursery is open each weekday from 8am to 6pm, all year round. There are 35 members of staff. Of these, 24 hold early years qualifications to at least level 3. There is a qualified teacher, two staff who hold early years professional status and six staff qualified at level 4.

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