

Inspection of Rockwell House Day Nursery And Nursery School

Wallingford Street, Wantage OX12 8AZ

Inspection date: 24 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children and babies thrive in the nursery. They are happy and safe and feel secure. Staff create a warm and welcoming environment with a family atmosphere. They are kind and nurturing and get to know the children very well. Children develop close bonds with staff and with their friends. This contributes positively to children's overall well-being and their good behaviour.

The manager and staff have high expectations for all children. Children make good progress. Staff ensure the rooms and outdoor areas are thoughtfully planned to stimulate children's curiosity and imagination. Children show good levels of confidence and independence as they move around the nursery and lead their own play. Babies and children develop their communication skills well. Staff are attentive and communicate well with children in a variety of ways. For example, as they play alongside children, they model language, repeat key words and use exciting resources.

Staff take time to work with parents to find out about babies' and children's care needs and what they can do on entry. Staff encourage parents to let them know about their children's learning at home. For example, parents add their observations to the designated display board showing things they are proud their children have accomplished.

What does the early years setting do well and what does it need to do better?

- Staff are very attentive to children's care needs. They respond promptly when children need changing or comforting. The environment is well organised. It enables children from a young age to freely select toys and resources. The attractive furniture in the baby room is carefully placed. For example, it is just at the right height for babies to steady themselves as they learn to walk. Well-planned routines support children's growing independence. For example, at mealtimes, older babies proudly use spoons to feed themselves, while pre-school children take some responsibility for serving their own food.
- Children make good progress. They relish exploring and discovering. For instance, toddlers enjoy adding water to sand or soil to explore different textures. Older children enjoy solving problems, such as finding out how much water is needed to sink a toy boat. Staff support children well in building their language and communication skills. For example, they ask questions and encourage the good development of children's vocabulary. They hold conversations with children as they play and introduce new words. Staff complete regular assessments and check children's achievements. Leaders monitor systems to enable consistent practice throughout the setting. Staff confidently explain how they will help children to meet their next steps in

learning. They regularly share and review this information with parents.

Partnerships with parents are strong.

- Children of all ages enjoy listening to stories and handle books with care. Younger children relish making marks with chalk and paint. Older children use coloured pens and pencils to make marks which are meaningful to them and they can write their names. Staff promote children's physical abilities well, overall. Children have good opportunities for daily outdoors play. They practise skills of balance and coordination, for instance when using scooters and tricycles. Younger children have good opportunities for clambering, climbing and sliding. However, staff do not focus strongly enough on encouraging the older and more physically able children to fully extend their climbing or balancing skills as the equipment is too small.
- Children behave well. They are keen to learn and enjoy being given responsibility for tasks. For example, older children accompany staff to make risk assessments of their outdoor area to make sure it is without hazards. Staff encourage younger children to consider that toys left on the floor could be trip hazards. Children often tidy their toys away without being prompted before playing with something else.
- Leadership is good. The manager has high standards for the provision and the care provided. Staff benefit from regular supervision meetings and peer observations. They regularly access training targeted to support the welfare needs of children. However, management do not fully explore additional opportunities to help staff build further on their knowledge and skills, to raise the quality of teaching further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure knowledge and understanding of how to keep children safe. Leaders ensure staff access regular safeguarding training to keep their knowledge up to date. They have a secure knowledge of the signs and symptoms of abuse and neglect. Additionally, staff know the procedures to follow if they have concerns about a member of staff. Leaders have good knowledge of safe recruitment guidelines. They implement a robust recruitment procedure, induction and supervision process to ensure staff are suitable to work with children. Leaders and staff vigilantly carry out risk assessments to ensure that risks to children are minimised.

What does the setting need to do to improve?

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

- consider ways to focus more precisely on the professional development of staff, to raise the quality of their teaching further

- provide the older and most able children with further opportunities to develop their climbing and balancing skills.

Setting details

Unique reference number	EY551926
Local authority	Oxfordshire
Inspection number	10130871
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	89
Number of children on roll	95
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01543 678593
Date of previous inspection	Not applicable

Information about this early years setting

Rockwell House Day Nursery And Nursery School registered in 2017 and is located in Wantage, Oxfordshire. The nursery is open each weekday from 7.30am to 6pm, throughout the year. It is in receipt of funding for free early education for children aged two, three and four years. The nursery employs 23 staff, 14 of whom hold appropriate childcare qualifications at level 3.

Information about this inspection

Inspector

Eileen Chadwick

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and the inspector carried out a joint observation.
- The inspector held discussions with the manager and senior managers representing the provider.
- The inspector looked at relevant documents, including evidence of the suitability of staff working at the setting.
- The inspector spoke to a small number of parents during the inspection and also took account of parents' views through written testimonials and feedback.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020