

Inspection of Rotherly Day Nursery, The Westgate School

The Westgate School, Cheriton Road, WINCHESTER, Hampshire SO22 5AZ

Inspection date: 13 November 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children separate from their parents with ease and confidently enter the nursery. Staff support children to settle and place a strong focus on their happiness. Children learn well, as staff provide a broad, ambitious curriculum and an environment that is inviting. Staff use every opportunity for learning. For example, during outdoor play, a ladybird lands on paperwork. Staff bring it down to the children's height so they can see it. They follow children's natural curiosity and go exploring for ladybirds. The staff spontaneously sing about ladybirds, enriching the children's language.

Children have many opportunities to develop their physical skills in the large outdoor area. Older children enjoy playing with the hula hoops. They line up and let the hoops roll down the hill and eagerly repeat this activity to see which hula hoop can go the furthest. Younger children enjoy splashing in the water and playing with the toy ducks.

Children have access to a variety of books in all areas of the nursery. Staff encourage children to participate in Makaton signing. This helps to build on their communication and literacy skills.

Children understand the rules and boundaries and behave well. Staff have created 'golden rules', which children know and understand, such as using walking feet indoors. Key persons know the children well and respond to their interests with enthusiasm. As a result, children feel safe and secure. All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points.

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

- Since the last inspection, there has been a change of leadership. As a result, there has been a much stronger emphasis placed on safeguarding. Weekly team meetings include discussions on child protection concerns. Staff have undertaken further training to ensure their knowledge is current. In addition, the team has developed its own 'aspirations' curriculum. This clearly identifies what leaders and staff want children to achieve by the time they leave the nursery. Staff say their well-being is good and they feel supported in their roles.
- The nursery curriculum builds on what children know and can do. Staff review what they provide based on the children's interests and needs. For example, older children confidently recall their experience of reading 'Goldilocks and the Three Bears' as they play with porridge oats. Staff interact enthusiastically with the children and respond appropriately, pretending to taste the porridge as the children ask if it is 'too hot, too cold, or just right.' Children show their

enjoyment in the discussion about the temperature of the porridge and eagerly await the response of staff. However, on occasion, some staff do not encourage children to think for themselves, and they answer questions for them. They do not consistently allow children the time and space to respond, particularly during mealtimes.

- Partnership with parents is generally good. They report an improvement in the frequency of communication and updates since the change of leadership. Parents comment that they receive ideas to support their children's learning and development at home. The nursery uses an online platform to share information with parents about their children's learning and development. However, some parents are still unsure who their child's key person is and what their children are working on. This does not fully promote the regular two-way flow of information between parents and key persons.
- Children with SEND are supported well. The special educational needs coordinator (SENCo) keeps their knowledge current by sourcing further training. They identify concerns early and seek advice from agencies when children need additional help. The leadership team uses funding effectively to ensure that all children, including those with SEND, make good progress. This helps to prepare them for their next stage of learning.
- Children's personal development is secure. They know how to keep themselves healthy and are confident in the daily routines. Children wash their hands regularly. Staff help children to understand the importance of personal hygiene. For example, they create tissue stations to encourage children to independently wipe their own noses.
- All children show positive attitudes to learning. For example, older children work together to build houses with the large blocks, planning and discussing what they need to add next to their creations. Younger children join pieces of train track together and share how they have made long trains. They excitedly point to them, proud of their achievements.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding leads (DSLs) have recently updated their knowledge through further training. The DSLs and staff recognise the possible signs and symptoms that indicate children may be at risk of harm or abuse. They know the procedures to report child protection concerns or allegations made against adults working with children. Discussions at weekly staff meetings and quizzes help to ensure their knowledge remains up to date. They have a secure understanding of a wide range of safeguarding issues, including domestic violence and radicalisation. Robust recruitment procedures ensure that staff are suitable to work with children. Ongoing risk assessments help to ensure the premises remain safe and suitable.

What does the setting need to do to improve?

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

- strengthen staff's skills in allowing children enough time to think things through for themselves and respond to questions
- enhance partnerships with parents to ensure they know who their child's key person is and to improve the two-way flow of information regarding children's learning and development.

Setting details

Unique reference number	110046
Local authority	Hampshire
Inspection number	10302327
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	100
Number of children on roll	65
Name of registered person	The Westgate School Governing Body
Registered person unique reference number	RP524452
Telephone number	01962 854757
Date of previous inspection	14 June 2023

Information about this early years setting

Rotherly Day Nursery registered in 1991. It is situated in purpose-built premises on the Westgate School site. The nursery is affiliated to Westgate School, which has responsibility for it. The nursery is open each weekday, from 8am to 6pm, for 51 weeks of the year. It receives funding for the provision of early education for children aged two, three and four years. There are 17 members of staff who work with the children. Of these, nine hold qualifications at level 3 or above.

Information about this inspection

Inspector

Lindsay Osman

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a physical development activity with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

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