

Rosemount Nursery

6 Grosvenor Road, London, N10 2DS



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| Inspection date | 1 December 2017 |
| Previous inspection date | 16 December 2014 |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- The leaders and managers provide excellent support to an ambitious and committed team of staff. They are extremely dedicated in their drive for sustaining improvements as they rigorously monitor the quality of the provision and implement highly reflective self-evaluation systems to continually raise purposeful targets.
- The management team closely monitors staff performance through highly effective systems, including regular staff supervision, peer observations, self-reflection and appraisals. This results in consistent high-quality teaching throughout the staff team.
- Staff make excellent use of training opportunities, using the knowledge and skills gained to improve the quality of the setting and enhance children's learning experiences.
- The quality of teaching is truly inspirational. Staff support children's language and early reading and writing skills extremely well.
- Children are exceptionally well prepared for their next stages of development and move to school. They demonstrate high levels of independence, enthusiasm and are extremely well motivated. They are highly inquisitive and have great levels of curiosity as they explore and discover new things. They ask questions and staff are quick to respond.
- Staff form excellent partnerships with parents and fully involve them in every aspect of their children's learning. Parents feel very welcome in the nursery and speak very highly of staff, attributing much of their children's learning to them.

What the setting needs to do to improve further

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

- continue with plans to further develop the excellent cohort tracking system that provides an overview of the progress being made by different groups of children.

Inspection activities

- The inspector observed the quality of teaching throughout the nursery, including in the outdoor learning environment.
- The inspector spoke to staff and engaged with children at appropriate times throughout the inspection.
- The inspector spoke a number of parents and took account of the views they shared.
- The inspector looked at a sample of documents and records relating to children, staff and the overall organisation of the nursery.
- The inspector completed joint observations and held meetings with the manager.

Inspector

Samantha Smith

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Leaders and staff have an excellent understanding of how to implement the safeguarding procedures to promote children's safety, including making a referral if they have any safeguarding concerns. The provider implements robust recruitment processes to ensure all staff are suitable and have a secure understanding of their roles. The management team effectively oversees children's learning to ensure they make continuous progress and to address any concerns. The team is exploring ways to further develop its systems to track groups of children. There is a strong focus on professional development. Training has been particularly successful in enhancing children's outdoor learning experiences and early reading skills. Staff work effectively with other professionals to meet the needs of the children.

Quality of teaching, learning and assessment is outstanding

Staff know the children in their care extremely well. They develop an extremely detailed and accurate picture of children's abilities and interests through observations and sharply focused assessments. They use this information exceptionally well to plan differentiated activities to meet children's individual needs. For example, staff plan topics for children to explore the different senses and they skilfully pose questions and discussions to support children's different levels of understanding. As children build using construction bricks, staff encourage them to count, explore shapes and use positional language to help support their mathematical development. While playing with the sand, younger children explore size and measurements and older children talk about volcanoes erupting.

Personal development, behaviour and welfare are outstanding

Children are exceptionally well settled and form extremely strong bonds with all staff, in particular their key person. The staff are excellent role models and their calm and positive manner significantly contributes to children's understanding of acceptable behaviour. As a result, children are thoughtful, showing empathy for, and an understanding of, other people. For example, they play cooperatively, share resources and remind each other to listen and wait for their turn. They enjoy being 'happy helpers' and take responsibility for small tasks. For example, they set and clear away the tables at mealtimes and they offer to sweep up and help tidy up after messy play.

Outcomes for children are outstanding

All children make excellent progress and are remarkably well prepared for the next stages of their development. This includes children who receive additional funding and those who speak English as an additional language. Older children communicate their needs with confidence and articulation and enthusiastically share their views. Younger children and those children learning English as an additional language make excellent progress with their speaking and understanding skills. Children display high levels of confidence, creativity and are interested learners. Older children are well prepared for school. For example, they display early reading skills and recognise the sounds of letters and words.

Setting details

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| Unique reference number | EY369641 |
| Local authority | Haringey |
| Inspection number | 1070969 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 30 |
| Number of children on roll | 36 |
| Name of registered person | Rosemount Pre-School Nursery Limited |
| Registered person unique reference number | RP527829 |
| Date of previous inspection | 16 December 2014 |
| Telephone number | 02088 835 842 |

Rosemount Nursery is privately owned and registered in 2008 following a change of ownership. It is situated in the Alexandra Park area in the London Borough of Haringey. The nursery operates every weekday between 8am and 6pm for 50 weeks of the year. Seven staff, including the owner, work with the children. All staff hold relevant childcare qualifications, including two who have qualified teacher status. The nursery receives funding to provide free early education for three- and four-year-olds.

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