

# Rosy Cheeks Nursery (Star Academy)



STAR ACADEMY SCHOOL, Burnaby Road, Stoke On Trent, ST6 5PT

<b>Inspection date</b>	14 November 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the 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

- A strong management team is in place. They actively reflect on how to improve their setting and ensure they drive improvement with the help of the whole staff team.
- Staff undertake a wide range of short training courses selected to help them develop an expert knowledge which meets children's learning needs. This has a very positive effect on the teaching provided and their ability to support children's development.
- Professional collaborations are very strong. Close working relationships with the school develop staff's ability to prepare children for future learning. Advice from other professionals on a range of speech and other development issues is quickly acted on.
- The animated and enthusiastic way staff work with children makes learning fun and engaging. Staff are skilled at using effective questioning and suggestions to support young children to concentrate, experiment and investigate for extended periods.
- There is a very positive atmosphere with a strong team spirit among the staff. They develop very good independence skills in the children who all demonstrate a 'can do' attitude to making the most of the vibrant learning experiences provided.

### It is not yet outstanding because:

- Parents of children new to the nursery do not always receive the highest quality information about how they can support their child's learning at home and help ensure they are fully prepared to start school.
- Children are not encouraged enough to develop a deeper understanding of why hygiene routines are important to ensure they have a growing knowledge of how to keep themselves healthy.

## What the setting needs to do to improve further

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

- give parents high-quality support to guide their children's learning at home and play an active role in preparing them for school
- help children to develop a better understanding of how hygiene practices, such as nose blowing and managing coughing, contribute towards keeping themselves and others healthy.

### 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 inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the provider. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Sarah Rhodes

## Inspection findings

### Effectiveness of the leadership and management is good

The nursery provides targeted sessional care for two- and three-year-old children to increase their skills and ensure where necessary that additional help is in place before they start school. The manager observes staff's teaching and gives valuable feedback to improve the delivery of activities. There is a happy, dynamic atmosphere and staff are actively engaged with the children making every part of the day a learning experience. The arrangements for safeguarding are effective. All staff have a good understanding of what would constitute a safeguarding concern. They confidently work with a range of other professionals to ensure concerns are quickly addressed.

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

Staff use a range of teaching methods to enthuse the children. They provide a wide range of experiences for children to choose from, both indoors and outside. They develop confident children who are active learners. During activities, such as mixing a range of materials into a potion, children are encouraged to make their own choices. Staff ask questions which make children think and solve problems for themselves. If necessary, they help children's thinking by providing a range of suggestions. Children's opinions are always valued. Children's language skills are actively supported through the rich vocabulary used by staff. Targeted speech and language programmes are used with children who need extra support. Staff pitch activities at the correct levels to allow children to make progress and do not underestimate what they can achieve.

### Personal development, behaviour and welfare are good

Staff use a range of techniques to manage children's behaviour. Clear routines and simple rules mean they know what is expected of them and why. Visual timetables and a traffic light system provide all children, including those who speak English as an additional language, with visual reminders of what is happening next. This prepares them for times of change during the session. Snack times are used as a learning experience. Young children use cutlery with dexterity as they butter their own crackers.

### Outcomes for children are good

Children are making good progress based on their starting points and gaps in attainment are narrowing. The manager analyses children's progress to make sure she identifies groups of children who are progressing less quickly and puts plans in place to address any emerging issues. This allows additional support to be in place for children who have special educational needs and disabilities prior to them starting school. Young children enjoy exploring the wide range of activities provided and develop a strong sense of curiosity. They move freely around the room with confidence and purpose. They take part in small-group times, developing their ability to focus and follow direction. Staff ensure children who have limited speech also make choices by using pictures to indicate their preferences.

## Setting details

<b>Unique reference number</b>	EY480129
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	987222
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Rosy Cheeks Nurseries Ltd
<b>Registered person unique reference number</b>	RP903504
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01782 235055

Rosy Cheeks Nursery (Star Academy) was registered in 2014. The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 12 midday and from 12.30pm until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

