

Inspection date

13 May 2016

Previous inspection date

2 August 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The manager is highly qualified and experienced, and has high expectations for herself and her staff. She takes account of the views of staff, children, parents, and other professionals to strengthen procedures and improve children's learning and welfare.
- Children make good or better levels of progress in their learning and development. Parents are confident that staff know their children very well and share accurate next steps in learning. Staff prepare children well for school, emotionally and intellectually.
- Staff work efficiently with other relevant professionals to support children who have special educational needs. They meet children's individual needs quickly and effectively. Every child makes good progress from their unique starting points.
- Staff skilfully promote children's understanding about how to keep healthy and safe, for example, they grow vegetables, and enjoy frequent challenging physical play.

It is not yet outstanding because:

- New arrangements to monitor the progress of different groups of children do not cover all areas of their learning equally. Staff gain a clearer picture of progress in areas such as communication and language, than they do in mathematics and technology.
- Opportunities for staff to continue their professional development largely focus on meeting expected requirements rather than on raising the quality of teaching to the highest levels. However, staff make good use of their existing training and skills.

What the setting needs to do to improve further

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

- continue to refine the arrangements to monitor and evaluate the progress of different groups of children, to ensure that all children reach their highest levels of achievement
- extend the strong programme of professional development to ensure that the quality of teaching continually improves, to achieve outstanding outcomes for children.

Inspection activities

- The inspector observed a wide range of activities and care routines across the indoor and outdoor play areas. She talked with staff and children about what they were doing.
- The inspector reviewed documents relating to safeguarding, staff recruitment and self-evaluation, and checked a selection of other policies.
- The inspector sampled a range of documentation, including children's records and progress checks.
- The inspector took account of the views of many parents spoken to on the day, reviewed how information is shared with parents, and sampled responses in parents' questionnaires.
- The inspector observed various group activities and undertook a joint observation with the manager.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures that all staff regularly update their training in safeguarding, child protection and paediatric first aid. Staff confidently implement policies and procedures to help keep children safe on a daily basis. For example, they thoroughly check that areas are safe for children to explore, and they carefully supervise their play. The experienced and reflective manager uses self-evaluation well to target improvement plans. Regular staff meetings, supervisions and appraisals provide useful support and guidance for the capable team.

Quality of teaching, learning and assessment is good

The highly qualified and skilled manager has worked steadfastly to create better learning opportunities for children. Staff's recent successful focus on improving observations, assessments and monitoring of children's communication and language skills is evident in raised levels of progress. For example, toddlers listen intently as they link and copy sounds made by different forms of transport. Staff are very responsive to children's interests and know exactly how and when to extend their learning. For instance, older children pretend that they are vets, enthusiastically diagnosing sick animals. Staff extend children's learning well. For example, encouraging them to work out which part of the world animals come from, and how to measure their temperature and blood pressure.

Personal development, behaviour and welfare are good

Staff create wonderfully interesting play areas for each age group of children. For example, babies and toddlers confidently experiment with different materials as they help to make bread, water herbs and dig in sand. Two-year-olds grow vegetables and investigate the diversity of insects and bugs. Staff are attentive, nurturing and exciting playmates. Children are cheerful and they sing happily as they play. Staff encourage children to persist through challenges, work out problems and respect the ideas of their friends. Children behave well and become increasingly confident and independent.

Outcomes for children are good

Children make very good progress in their learning. For example, three-year-olds learn to use knives to cut apples safely, and they take turns and share kindly with one another. Older children recognise and begin to form letters, and some are already blending sounds together as they look at printed words. Children choose to play games where they match numbers and values, sequence cards and sort items purposefully. Staff work closely with parents to share information with children's new teachers, and they ensure that children are ready for the next stage in their learning and for school.

Setting details

Unique reference number	EY360485
Local authority	Surrey
Inspection number	987901
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	48
Number of children on roll	67
Name of registered person	Roslin Educational Limited
Registered person unique reference number	RP527243
Date of previous inspection	2 August 2011
Telephone number	01784 462 028

Roslin Nursery registered in 2007. It operates from a detached property in a residential area of Staines. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 15 staff; of these, 13 staff hold appropriate early years qualifications from level 2 to level 5.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

