

Inspection of Rose Cottage Day Nursery

The Old Sawmills, Copyhold Lane, Lindfield, Haywards Heath, Sussex RH16 1XT

Inspection date: 14 March 2022

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 thoroughly enjoy attending this nursery where they spend a lot of time outside exploring the woods and helping to care for the goats, guinea pigs, chickens and ducks. Children help staff to collect eggs laid by the chickens and sit with the goats at story times.

Babies feel secure as staff give them reassuring cuddles as they wake from their sleep and sing gently to them. Toddlers confidently explore their inside and outside environments. They splash in puddles in the woods, gently stroke the guinea pigs and show good imagination as they listen to 'The Gruffalo' and then re-enact the story using spoon puppets. Older children are good communicators. They talk to staff and visitors at the look-out post about what they can see in the farmland beyond the nursery. They eagerly point out the cows and the farmer in his tractor.

Children's behaviour is good as staff are positive role models. Children listen to others, take turns and share resources willingly. Staff praise children's efforts and achievements. This helps to build children's confidence and reinforces their positive attitudes to learning. Children make good progress in their learning and development as staff treat each child as an individual. Staff plan a range of interesting and exciting activities tailored to support children's interests and needs.

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

- The manager supports her staff team well. She recognises the uniqueness of the setting's exciting outdoor area and is keen to develop this further. Staff share this vision. They benefit from regular meetings with the manager and access a number of training opportunities to constantly improve their knowledge and skills.
- The manager and staff demonstrate a clear understanding of the curriculum and what they would like children to learn. Staff assess children's progress accurately and use this knowledge to challenge children and help them reach the next stage in their learning.
- Staff share stories and songs with children. Toddlers understand concepts such as 'longer' and 'shorter' as staff ask them to select ingredients to put in their 'potion'. They identify different shapes and choose the correct coloured items when asked. Older children talk about their planting activity and what their cress seeds need to be able to grow. However, staff do not always fully promote children's thinking skills. For example, they do not always ask children challenging questions, or give them enough time to think when responding to questions.
- An effective key-person system helps children to feel settled and secure throughout their time at the nursery. Staff get to know children well and build

nurturing relationships with them. Staff provide care that is sensitive to children's needs and wishes. For example, they respectfully ask children if they are ready for a nappy change.

- Parents speak positively about the nursery and staff. They say that their children enjoy attending and that the outside environment is really nice. The manager has created a 'working wall' outside where parents can see children's artwork and any themes for the week. However, the information provided to parents about how they can support children's learning at home is inconsistent. Some suggestions for home activities are not individualised to each child and not all parents are aware of the benefits of continuing children's learning at home. In addition, the manager has not fully established an effective, two-way exchange of information about children's development with other settings that the children attend, to promote consistency in children's learning.
- Children's physical health is promoted well through nutritious food, regular fresh air and exercise. Children relish in the time they spend outdoors. The management team has recently reviewed the policy on the provision of food and children's allergies to further ensure that children's dietary requirements are strictly adhered to.
- Staff are keen to seek children's opinions. For example, children form a committee meeting to discuss how they would like to develop the garden area. They work collaboratively to come up with ideas and record these on their clipboards. Children suggest resources such as magnifying glasses and dressing-up clothes, although they cleverly agree that dressing-up clothes should be waterproof if they are going to be outside.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their duty to protect the children they care for. The manager and staff have a clear understanding of their safeguarding responsibilities. They know how to recognise signs that may indicate a child is at risk of harm. Staff attend regular training to ensure their safeguarding knowledge remains up to date. The management team uses robust recruitment and vetting procedures to ensure staff's suitability to work with children. The premises are secure and staff carefully risk assess the indoor and outdoor environments. They involve the children in assessing their own risks, such as being mindful of the tree roots in the woods.

What does the setting need to do to improve?

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

- support staff to further improve their interactions with children, to give children time to think and respond to questions asked and to make the most of conversations to extend learning

- improve the information provided to parents further and find different ways to encourage them to help guide and support their children's learning at home
- strengthen information-sharing with other settings children attend, to promote more continuity in their learning and development.

Setting details

Unique reference number	2555610
Local authority	West Sussex
Inspection number	10215807
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 4
Total number of places	57
Number of children on roll	91
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01444474730
Date of previous inspection	Not applicable

Information about this early years setting

Rose Cottage Day Nursery re-registered in 2019 and has recently come under the ownership of Bright Horizons Family Solutions Ltd. It is situated in Lindfield near Haywards Heath, West Sussex. The nursery is open each weekday, from 8am until 6pm, for most of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 14 staff who work directly with the children, eight of whom hold appropriate childcare qualifications at level 2 and above. The rest of the staff are all working towards level 2 or level 3 qualifications.

Information about this inspection

Inspector
Nicky Hill

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation of a small-group activity outside.
- Parents shared their views on the setting with the inspector.

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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