

Inspection of Roseville Childcare

High Farm Barns, High Street, Lythe, North Yorkshire YO21 3RT

Inspection date: 19 April 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children attending this nursery are joyful, confident, motivated and excited to learn. The dedicated staff greet children and their parents with warmth and interest as they chat about what they have been doing at home and what they plan to do today. Children can choose from a range of carefully selected resources that inspire creativity and curiosity.

Children are immersed in a language-rich environment where staff consistently introduce new vocabulary. Children investigating a huge lump of clay use a range of tools to explore. They imagine what they might find inside the clay, such as a diamond or an egg. Using a pastry cutter as a scraper, children slice the clay off in strips while staff use gentle reminders about safety and being careful with the tools. Staff invite children to discuss the feel and the smell of the clay, which they describe as 'cold' and 'squishy'.

Children's behaviour is exemplary. They are kind and thoughtful and use good manners. Staff are excellent role models and respond quickly to children's needs with care and compassion. They are adept at dealing swiftly and sensitively with conflict and support children to understand their feelings and emotions, building resilience and empathy.

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

- Managers and leaders create an environment that is nurturing and supportive, with a clear and ambitious vision for a curriculum that places the child at the centre of everything they do. Staff implement the curriculum very effectively so that children make rapid progress in their learning and development. Staff well-being is high, resulting in staff feeling valued, happy and confident.
- Children spend a great deal of time outside, enjoying spaces that are interactive, exciting and offer challenge. Their happiness is contagious. They play together in harmony and have fun together. Children collaborate to roll small tractor tyres and climb inside large ones. They have opportunities to climb, balance and build. While exploring some large rocks around the firepit, one tipped over and the children were excited to see lots of insects crawling out onto the soil below. Staff quickly used this opportunity to investigate and observe the creatures, introducing new vocabulary to support children's language development.
- Babies share their experiences with dedicated staff who are playful and engaging. Babies scoop rice from a tray, carefully carrying it to a piece of guttering which slopes down to another tray on the floor. They empty the scoops of rice down the guttering and then quickly move to its end. They catch the rice and carry it carefully back and do it again. Babies are delighted as they watch the rice trickle down, and staff respond with laughter and lots of praise.

- Children develop early literacy skills as they play the 'Mystery Box' game. Staff put a small item into a box and invite the children to guess what is in the box that begins with the letter 'p'. Children are excited and eager to guess the item. An air of anticipation builds as staff give the children clues to help them guess. As the box is opened, the children shout with delight as they guess correctly. Staff laugh and praise the children for listening well.
- Children with special educational needs and/or disabilities receive exceptional support from the dedicated coordinator, staff and other professionals. Staff are dedicated and highly motivated to support the children's individual needs, ensuring that children make significant progress in their learning and development.
- Parents are delighted with this nursery, stating that the communication from the manager and staff is great and that they feel involved and kept up to date. They state that the nursery feels like a 'home from home', with an 'amazing team that look after our children as if they were their own'.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2655596
Local authority	North Yorkshire
Inspection number	10333023
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	53
Number of children on roll	71
Name of registered person	Smith, Emma
Registered person unique reference number	2655595
Telephone number	07506147528
Date of previous inspection	Not applicable

Information about this early years setting

Roseville Childcare registered in 2021 and is situated in Lythe, near Whitby. The provision operates all year round, except for two weeks at Christmas and two weeks in August. Operating times are from 8am to 6pm, Monday to Friday, except for bank holidays. Older children can also attend outside of school hours. There are currently 13 members of childcare staff employed. One member of staff has qualified teacher status, two hold a level 6 qualification, three a level 3, two a level 2, and five are unqualified. The provider is in receipt of funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Wendy Nixon

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and the children.
- The inspector and the manager carried out a joint observation of a group activity.
- Children spoke to the inspector during the inspection.

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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