

Inspection of Rosies Little Blessings

St Vincent College, Mill Lane, Gosport PO12 4QA

Inspection date: 30 July 2024

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

Staff create a warm, welcoming environment for children and their families. Children settle into the routines of the day, as staff take the time to get to know children's individual care needs. For instance, staff offer cuddles and reassurance as they recognise younger children are becoming tired. Babies benefit from the warm interactions they get from the key staff who care for them. These strong nurturing relationships have a positive impact on children's confidence, self-esteem and well-being. Children behave well. Staff place a strong focus on supporting children's personal, social and emotional development. For instance, staff often refer to 'kind hands' and talk about the feelings of others, during activities. This helps children to learn how to respect and value the differing needs of their friends.

Leaders and staff create a broad curriculum of play experiences, which support children's motivation to learn. For instance, children excitedly share the butterflies they have cared for. They talk about what caterpillars need to become butterflies and how they are going to 'let them out into the air'. Staff use good opportunities to teach children mathematics. Children learn how to count, to recognise numbers and to estimate how much, and how big items are. These skills support older children in laying strong foundations for future learning, including their eventual move to school.

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

- Leaders and staff have high expectations for children. The manager is a strong leader. She understands the curriculum she wants to provide for children and the benefits this has for their learning and development. Her vision is shared with staff, who arrange the learning environment so that it stimulates children's engagement and meets their needs. However, for some staff who are new to their roles, the understanding of what they want children to learn is not yet fully embedded. At times, some activities are not highly focused on what skills and knowledge children need to learn next, to help them make even better progress.
- Staff are kind and attentive, which supports children to develop secure bonds with them. This helps all children to feel comfortable in their surroundings and to settle quickly at nursery. Staff recognise the importance of the early relationships children establish with staff and their peers. They teach children about kindness through their daily routines. Children are kind and considerate in their play. For instance, children excitedly use paints to make red dots on their friends' noses, when some children do not want this done, children listen to their friends and recognise that not everyone wants to join in.
- Leaders support the staff team well. They meet regularly with staff to ensure their ongoing suitability. Senior leaders place staff well-being as a high priority. Staff say they like working at the setting and feel valued in their roles.

Supervisions for senior staff are completed and the manager uses her observations of staff practice to offer coaching and support. However, the manager is yet to implement clear, targeted plans to support those staff who are new to their roles, to help ensure consistently high-quality care and education across the setting.

- The staff team have developed close relationships with parents, carers and other professionals, to support children and their families well. Parents and carers speak highly of the nursery and their children's key person and the manager. They say that they are very supportive and offer advice and guidance, which helps them to continue learning at home. For instance, staff share information about weaning and promoting children's speaking skills, to help to support children's learning and development in the home environment.
- Staff place a strong focus on teaching children about the world they live in. They provide children with hands-on experiences to ignite their curiosity in the natural world. For instance, children learn how to plant, tend and harvest fruits and vegetables. They care for caterpillars as they learn about the life cycle of butterflies. Staff recognise the value this has to children's education. They teach this aspect of the curriculum well, to ensure that children develop a broad understanding of the world around them.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- develop clearer links between the intent and delivery of activities to shape these to the individual learning needs of each child
- enhance the arrangements for staff supervision to ensure that all staff, particularly those new to their roles, continue to improve their practice and subject knowledge over time.

Setting details

Unique reference number	2741933
Local authority	Hampshire
Inspection number	10360292
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	46
Number of children on roll	53
Name of registered person	Rosie's Little Blessings Nursery Limited
Registered person unique reference number	2741932
Telephone number	02392504199
Date of previous inspection	Not applicable

Information about this early years setting

Rosies Little Blessings registered in June 2023, and is located in Gosport, Hampshire. The setting is open from 7.30am to 6pm, Monday to Friday, all year round. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tara Naylor

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 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 their children to learn.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 group activity.
- Parents and carers shared their views of the setting with the inspector.
- 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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