

Inspection of Rough Close day nursery

windmill hill house, windmill hill, stoke on trent ST3 7PR

Inspection date:

15 July 2025

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised in this setting. This is because leaders do not ensure that the requirements for ratios are met. There are insufficient staff working in the setting at the required qualification level to ensure that children are effectively supervised. Some of the equipment used with the youngest children is not appropriate for use as it poses a risk of falls and injury. Leaders do not ensure that staff understand the action they must take in the event of concerns about children's welfare. This means that children are not effectively protected from harm. The support, training and guidance provided to staff are not effective in ensuring that all staff know where to report concerns about the welfare of children if they are required to escalate these concerns.

The curriculum is not well sequenced for all ages of children, to provide them with the learning they need, when they need it. Not all staff fully understand how to implement the curriculum effectively, so that children make the most progress they are capable of. That said, children are happy in the setting. They form close relationships with staff, who are gentle and nurturing towards them. Children receive cuddles and reassurance from staff. This helps them to feel secure in their care. Children gain some skills and knowledge that they need to prepare them for the next stage in learning and the eventual move on to school.

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

- Managers ensure that staff receive mandatory training, such as paediatric first aid, and have opportunities to discuss their professional development. However, although all staff can identify concerns, which indicate a child is at risk of abuse and report this to the designated safeguarding lead, not all staff know how or where to escalate their concerns if they are required to act themselves.
- The staff-to-child ratios are in breach of legal requirements. This is because there are not enough suitably qualified staff working in each room. Furthermore, there are not enough staff to work with the number of children present in one of the rooms. This impacts on the quality of interactions and how well all children are supervised.
- Staff deployment is not effective. Sleeping children do not receive the supervision they require, as staff attention is taken up by play with other children in the next room. This does not ensure that they remain safe.
- All areas of the premises are attractively arranged, spacious and equipped with play resources. However, not all equipment is safe and appropriate for use. The chairs used for babies and tots to sit at the table mean that these children are seated too high and are at risk of injuries from falls.
- Staff gather useful information when children start, which helps them to know where children are developing and what they need to learn next. However, the

order in which the setting's curriculum is arranged for toddlers does not enable them to engage in the learning that builds on what they already know and can do. For example, children do not yet need to learn about phonics when they are still developing speech sounds for pronunciation.

- Staff are clear about what they want children to learn. However, the quality of teaching and the implementation of the curriculum are inconsistent. This is because there are limited opportunities for children to explore the environment and engage in their chosen play, while receiving the adult interactions they need to support their learning. This results in some children becoming bored and, at times, showing some unwanted behaviours. When staff do interact well, children show high levels of engagement, for example, when singing familiar songs and following the actions.
- The arrangement of the routines in the setting means that young children, including older babies, remain seated for long periods of time in adult-directed activities. This does not enable children to make choices about what they play with and how to build on and lead their own learning.
- The experiences that the youngest children receive differ. They engage in their chosen play supported with adult interactions, which helps them to develop the skills and understanding they need. For example, very young babies lie beside staff to shake musical instruments, while other babies sit and move their bodies as staff sing familiar songs. Babies use purposefully placed equipment to practise crawling and pulling themselves to standing. They grin broadly when they receive praise for their efforts and achievements.
- Mealtimes are a sociable experience for children. They engage in conversation with staff, who listen attentively to them. Older children speak clearly when they recall events from home and talk confidently about their likes and dislikes. Children are provided with a variety of healthy meals and snacks, and feed themselves with increasing independence.
- Parents are happy with the nursery. They say how friendly and approachable the staff are. They say they are happy with the communication they receive about their child's care and learning progress.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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make sure that all staff fully understand how to escalate their concerns about a child's welfare if they are required to do so	15/08/2025
make sure that staff-to-child ratios and qualification requirements are adhered to at all times	18/07/2025
deploy staff effectively so that children receive adequate supervision to keep them safe at all times	18/07/2025
ensure that equipment is safe for use with very young children and does not put them at risk of harm	15/08/2025
improve the sequence of intended learning for children to ensure that it continually builds on what they know and can do	15/08/2025
provide the necessary support and guidance for staff to raise the quality of teaching across the setting to at least a good level	26/09/2025
revise the arrangements for routines to ensure that children have opportunities to explore the environment and engage in purposeful play.	26/09/2025

Setting details

Unique reference number	2768745
Local authority	Staffordshire
Inspection number	10411117
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	56
Number of children on roll	66
Name of registered person	Rough Close Day Nursery limited
Registered person unique reference number	2768743
Telephone number	01782 393010
Date of previous inspection	Not applicable

Information about this early years setting

Rough Close day nursery registered in 2023. The nursery is situated in Stoke-on-Trent. The nursery employs ten members of staff, of whom one holds an early years qualification at level 6, four at level 3, and four at level 2. The nursery is open from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and one week at Christmas. The nursery provides early education funded places for children aged nine months upwards in the early years age range.

Information about this inspection

Inspector
Suzanne Taylor

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The deputy manager showed the inspector all areas of the premises and discussed how staff ensure they are safe and suitable for children to attend.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the leader and the inspector.
- The inspector spoke to parents at appropriate times and also took into account their written views of the setting.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the leader and discussed how the setting was organised. The inspector reviewed relevant documentation, including evidence of the qualifications of staff working in the setting.

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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