

Inspection of Rosebuds Day Nursery

Garston Childrens Centre, 70 Banks Road, LIVERPOOL L19 8JZ

Inspection date: 3 February 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children truly thrive at this wonderful nursery. They arrive happily and run into the arms of kind and nurturing staff who know them extremely well. All children, from the baby room upwards demonstrate an excellent attitude to learning. Babies have impressive listening and attention skills. They sit for long periods engrossed in circle times. Staff engage babies in high-quality interactions, teaching them new words, phrases and actions from familiar rhymes. Babies show a deep love of books. When singing animal songs, babies independently seek out corresponding books and initiate for staff to read to them. Older children concentrate intently during independent play. They work together with their friends to create dough birthday cakes. Children share out the dough equally and make comments about 'what is fair'. They demonstrate a strong sense of what is right and can manage conflict independently.

Children access an exciting curriculum that is particularly ambitious for children with special educational needs and/or disabilities (SEND). Leaders and staff are skilful at adapting learning to ensure all children can take part. The curriculum for communication and language development is especially strong. Children learn a wide range of vocabulary, which is embedded into the curriculum and daily routine. They learn to sign from an early age which helps them to communicate non-verbally when necessary. For children with SEND, staff break down the curriculum into focused sessions. They plan short, suspenseful activities that build children's listening and attentions skills. Children who start the nursery with low-level language skills, leave as confident and articulate communicators.

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

- Leaders have an excellent understanding of child development and the different ways that children learn. They work closely with the staff team to ensure the curriculum is skilfully sequenced across the nursery and focused on what children need to learn next. Children adopt skills and knowledge beyond what is expected for their age. For instance, babies learn to unzip and start to take off their own coats, as this is what is expected of them in the next room. Children are very well prepared for the next stage in their learning.
- Support for children with SEND is exemplary. Staff create bespoke sensory activities that help calm children in preparation for learning. Children benefit from targeted therapy sessions which are tailored to their individual development. Staff are highly alert to children's changing needs, such as when they need time to regulate their emotions. They implement strategies, such as dimming the lights, using calming music and providing sensory input to help children feel calm. Children with SEND have a wonderful experience at the nursery and make excellent progress from their individual starting points.

- Children's behaviour is impeccable. Babies patiently wait for their turn to select an object at song time. Toddler aged children ask each other, 'did you remember to say thank you'. They demonstrate table manners, such as not eating until everyone has their meal. Older children recall the rules of group time, such as no shouting out the answers, and respectfully raise their hands to speak. Rules and boundaries are deeply embedded, and children clearly understand what is expected of them from an early age.
- Promoting independence is seamlessly threaded throughout the nursery routines. Babies who are not yet two years old, use the soap dispenser to wash their own hands, select paper towels and confidently dispose of these in the pedal bin. Older children carry their own plates, use cutlery correctly and change their own clothing. Children demonstrate a vast array of skills beyond what is expected for their age and stage of development.
- All children across the nursery access targeted literacy sessions, adapted to meet their individual learning styles. Children are exposed to a new book each week which promotes a bank of new words. They explore the story, share their opinions and answer questions about the text. Children are confident to share with the group what they think and why. This allows staff to test out children's comprehension skills and revisit any gaps in knowledge. This helps to lay solid foundations for future learning, particularly for when children learn to read.
- Partnerships with parents are well embedded. Leaders signpost parents to training opportunities specifically targeted to their child's needs. They provide stay-and-play sessions, with a focus on parents observing staff practice to see how activities are best implemented. This helps leaders to ensure that home learning is delivered effectively, and children receive continuity in their education.
- The dedicated leadership team work tirelessly to ensure children receive the very best care and education. They invest heavily in the staff team and implement a robust programme of professional development, based on the needs of children. Leaders recognise staff's individual strengths and implement a mentor system to support new or less experienced members of the team. Staff are eager to share good practice and have a pro-active approach to continuous improvement. This ensures that the quality of education is consistently exceptional.

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	EY477078
Local authority	Liverpool
Inspection number	10367954
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	64
Number of children on roll	110
Name of registered person	Garston Day Nursery Ltd
Registered person unique reference number	RP910240
Telephone number	01514275158
Date of previous inspection	4 March 2019

Information about this early years setting

Rosebuds Day Nursery registered in 2014 and is located in Liverpool. The nursery employs 19 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 or above, The nursery opens on Monday to Friday from 7am until 6pm for 51 weeks per year, excluding bank holidays. It offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Kayte Farrell

Inspection activities

- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- Staff spoke to the inspector during the inspection.
- Staff spoke to the inspector about how they support children with SEND.
- 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 inspector carried out joint observations of group activities with the manager.
- Parents and carers shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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