

Inspection of Rosendale Children's Centre

Rosendale Primary School, Rosendale Road, LONDON SE21 8LR

Inspection date: 14 November 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and thoroughly enjoy attending the children's centre. Staff create a calm, welcoming and fun atmosphere. Children have secure attachments with staff and show high levels of emotional security and positive attitudes towards learning. Children show consideration for others, listen well and show good engagement in the various activities. Staff have high expectations for all children and are extremely committed to nurturing each child's potential. They know children's individual needs extremely well and plan a good range of activities and experiences to help them to learn new knowledge and skills. Staff interactions with babies are warm and attentive, as they support them to explore puzzles, read stories and sing songs. This effectively fosters their emerging language skills. Toddlers have fun experimenting with sand and engaging in role play, where staff interactions are playful and encouraging. All children have daily opportunities to be active outdoors, although toddlers' opportunities for physical development could be enhanced even further by reviewing the organisation of this space. Pre-school children delight in glueing and using glitter, making potions and making predictions about what will happen next during stories. The quality of teaching is consistently good throughout the children's centre, however, on occasion, more challenge could be given to children to extend their learning to the highest level.

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

- The leadership team is extremely knowledgeable, experienced and dedicated. They are passionate about delivering a fun and varied programme of activities that helps children to learn about the world, gain new and meaningful knowledge and be well prepared for their next stage of development.
- Staff are also experienced and very committed. They display good knowledge of how children learn and develop, and seek to build children's confidence and self-esteem for them to develop a love of learning.
- Staff are positive role models and engage very well with children. They listen attentively to their feelings, ideas and needs and treat children with respect. Staff frequently recognise children's efforts and achievements and give praise and encouragement. As a result, children show confidence to try new things and are motivated learners.
- Children with special educational needs and/or disabilities (SEND) are supported exceptionally well. Partnership working with other professionals is a real strength and staff engage in specialised and intensive training to support children's medical, dietary and learning needs.
- Parents are kept extremely well informed about their children's learning and care. This is evident when they receive daily diary information and have frequent opportunities to view observations and photographs of their children's learning. Parents express high levels of satisfaction and appreciation for staff. They state

staff are very caring and attentive to their children's needs.

- Leaders regularly monitor the quality of teaching and educational programmes. Staff are provided with ongoing feedback and have good opportunities to keep their professional development up to date. This helps staff to strengthen their knowledge, skills and childcare practice.
- Self-evaluation and regularly reviewing the effectiveness of the provision is given high priority. This is apparent when staff seek the views of parents, children and other professionals about how they can continue to improve experiences and outcomes for children even further.
- Children have good opportunities to learn about the wider world. For instance, they enjoy celebrating different festivals and cultural events and are supported to respect and value each other's similarities and differences.
- Healthy lifestyles are well promoted. This is evident when children eat a range of balanced and nutritious snacks and meals. Staff make good use of mealtimes to support them to learn about the importance of making healthy choices.
- The quality of teaching is consistently good across all age groups, however, on occasions, staff miss some opportunities that naturally arise during play to fully extend and challenge children's learning to the highest level.
- All children have daily opportunities to be active and learn outdoors. However, toddlers' chances to enjoy active play and enhance their physical development could be improved further by reassessing the outdoor space.

Safeguarding

The arrangements for safeguarding are effective.

Leaders complete safe recruitment training and there are thorough and rigorous processes in place to help ensure staff are suitable for their roles. Staff demonstrate good knowledge about how to recognise changes in children's behaviour and other signs that may indicate children are at risk of harm. Staff show that they understand how to raise concerns to access additional support for children, to help protect their safety and welfare. Staff complete daily checks and risk assessments to help minimise any hazards and accidents and talk about the importance of closely supervising children to ensure their safety.

What does the setting need to do to improve?

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

- continue to strengthen staff's already good teaching skills to extend and challenge children's learning to the highest level
- review arrangements and use of the toddler outdoor space to provide them with even greater opportunities to further their physical development.

Setting details

Unique reference number	EY385428
Local authority	Lambeth
Inspection number	10085655
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	57
Number of children on roll	71
Name of registered person	Rosendale Primary School Governing Body
Registered person unique reference number	RP903473
Telephone number	020 8761 7411
Date of previous inspection	23 September 2013

Information about this early years setting

The Rosendale Children's Centre registered in 2008 and operates from a purpose-built building within the grounds of Rosendale Primary School, West Dulwich, in the London Borough of Lambeth. The children's centre operates from 8am until 6pm for 48 weeks a year. The children's centre receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery employs 14 members of staff, 11 of whom hold appropriate early years qualifications at level 3, and two at level 2.

Information about this inspection

Inspector

Amy Mckenzie

Inspection activities

- The inspector and the manager completed a learning walk across all areas of the children's centre to gain an overview of how the early years provision and curriculum are organised.
- The inspector held discussions with parents and children to seek their views.
- A joint observation was conducted by the manager and inspector to assess the quality of teaching.
- A meeting was held with the leadership team to discuss areas for future development.
- The inspector looked at a sample of documents, including staff qualification certificates and suitability checks.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019