



Rosedene Saltburn

Inspection report for early years provision

Unique Reference Number	EY337621
Inspection date	08 February 2007
Inspector	Elaine Marie McDonnell
Setting Address	Saltburn Children Centre, Marske Mill Lane, Saltburn-By-The-Sea, Cleveland, TS12 1HJ
Telephone number	01642 765865
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Registered person	Rosedene Nurseries Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Rosedene Saltburn is one nine provisions owned by a private day nursery group. It has been registered since August 2006 and operates from within a purpose-built setting in the grounds of Huntcliffe Secondary School in Saltburn.

A maximum of 45 children may attend the nursery at any one time. Children attending nursery schools in Marske and Saltburn can be collected by staff and transported to Rosedene. The provision is open each weekday from 07.30 to 18.00 for 51 weeks of the year. Children share access to two secure, enclosed outdoor play areas.

There are currently 77 children on roll aged from seven months to four years. The nursery has very recently been awarded funding to provide early education and there are currently three children in receipt of funding. Children come from a wide catchment area and attend for a

variety of sessions. A playgroup and crèche service is also offered by the nursery. There are currently no children with any learning difficulties or disabilities, or who speak English as an additional language attending the provision.

The nursery employs nine members of staff to work directly with the children. Of these, six members of staff have a Level 3 qualification and two have a Level 2; the manager has a Level 4 qualification. Some long-term students also work in the nursery and some are included in adult to child ratios. A cook is also employed to prepare children's meals on a daily basis.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow very good health and hygiene guidelines, policies and procedures. For example, disposable aprons and gloves are worn during nappy changing routines and when food is being served. Cleaning rotas are displayed and are effectively implemented. Older children are beginning to understand the importance of simple, good health and hygiene practices and have made hand washing posters to display in the bathroom area. Appropriate accident and illness procedures are in place to protect children's overall health, for example, the exclusion of children with infectious illnesses until they are well again. Suitable first aid boxes are readily available in the nursery and medication and accident records are well kept and up to date. A comprehensive 'health care plan' is available for children on long term medication and helps to support their overall medical care and health.

Children are very well nourished. They receive a variety of healthy and nutritious snacks and two-course meals. They have their health and dietary needs met because staff work well with parents to receive written information about individual dietary requirements. Staff have a good understanding of individual requirements and information is clearly displayed in each room and in the kitchen. Lunch time is observed to be a relaxed, enjoyable and sociable occasion, however, communication and positive interaction with babies is not effectively promoted at meal times as staff do not sit with babies at their level. Older children are beginning to learn about healthy living through discussions with staff and through activities and stories.

Children have very good opportunities to enjoy physical activity. They have regular access to a good range of outdoor play equipment, and children aged from two years participate in dancing activities with a dance teacher who attends the nursery on a weekly basis. As well as having access to two attractive outdoor play areas, both with some surface in place, children are also now creating their own allotment, where it is intended for them to grow vegetables. Children rest and sleep according to their needs and individual routines. In the baby room, written details of individual routines, such as sleeping and eating patterns, are displayed.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Good steps have been taken to ensure that children are cared for in a safe environment. For example, the premises are kept secure, a record of visitors is maintained, staff check outdoor

areas for any hazards or rubbish before child go outside to play and risk assessments have been conducted. Good steps are taken to ensure that children are kept safe when playing outdoors and when on outings. For example, they are well supervised when playing outdoors and written safety procedures for outings are available.

Children are cared for in a very warm and welcoming environment. Examples of their art work and many photographs are attractively displayed around the nursery. Children have easy access to a very good range of toys, equipment and furniture, including toys for outdoor play. Staff ensure that resources are safe and suitable for children's use with regular checking and cleaning routines. Children learn to keep themselves safe when involved in regular fire drills and children aged from two years learn about fire safety during a visit from the local fire service.

Children's welfare is well protected, as staff understand their role in relation to child protection issues and are able to put appropriate procedures into practice when necessary. The nursery manager and deputy have had access to child protection training and comprehensive procedures are in place.

Helping children achieve well and enjoy what they do

The provision is good.

Children are involved in a good range of activities that cover all areas of development. All rooms are well set out and attractive with a wide range of toys and other resources readily available for children. Babies have easy access to many sensory items, such as sand, which is presented on the floor for them. They also enjoy a painting activity and outdoor play. Children aged two to three years enjoy playing in the home corner and with a wooden train track. Children in the pre-school room also enjoy a painting activity and story time. Although some staff working with younger children have had limited access to training on the 'Birth to three matters' framework, it is effectively implemented. Activities are well planned and are evaluated. Children's ability and progress are observed and recorded by staff and records are readily available for parents.

Children develop confidence and self-esteem well when praised and encouraged by staff for their efforts, such as when involved in craft activities and when helping to tidying away. Children show an interest in what they do and concentrate well on chosen activities. Older children have good opportunities to be independent and use their initiative, for example, when helping themselves to drinks, when participating in personal hygiene routines, when serving their own lunch and when deciding what to do and what to play with. Children are acquiring new skills and knowledge, such as learning to play a range of musical instruments and learning about fire safety.

Children have good opportunities to learn about wider society and begin to appreciate their own culture and the cultural traditions of others. For example, they have made flags from around the world and have made some Chinese lanterns. Other activities, such as food tasting, are planned to promote children's understanding of Chinese New Year. Children learn about cultural traditions when involved in activities relating to Christmas. A varied range of resources are available which reflect wider society, such as dolls, books, dressing up clothes, play kitchen items and posters. The setting works well with the local community; children enjoy a visit from

the fire department, and a visit to the fire station and a visit from a local police officer are planned. Regular visits to the library and a visit to Stewarts Park are also planned.

Nursery Education.

Children are making satisfactory progress towards the early learning goals. They display high levels of involvement in activities and persist for extended periods of time at activities of their choosing, such as painting. They demonstrate a sense of pride in their achievement when showing staff their art work. Children form good relationships with adults and peers, and older children separate from their main carer with confidence. They listen well to stories with increasing attention and recall and enjoy a range of books. Children are learning to link letters to sounds when clapping their names and stating what sound their name begins with during circle times. Children can count up to five and enjoy number rhymes. Although a good range of resources are available to promote mathematical development, there are limited planned opportunities and play experiences to begin to develop children's understanding of calculation, shape and measure.

Children explore and investigate their environment, for example, they are beginning to develop an allotment so that they can grow vegetables. They have access to Information and Communication Technology (ICT) equipment but show little interest in this. They enjoy role play and joining in with dancing, they explore different sounds of musical instruments and how to use these. Children make three dimensional structures and choose resources independently. They use one object to represent another, for example, when rolling out play dough they say that they have made a dog's bone. Children move around freely with pleasure and confidence and use simple tools, such as paint brushes, play dough rollers and cutters, to effect changes to materials. Some children grasp new ideas and skills well and others are working well within their limits.

The quality of teaching and learning is satisfactory. Teaching meets the needs and interests of the children. However, staff do not always effectively encourage children to make good use of the wide range of interesting resources available, such as the computer and the resources to develop mathematical thinking. Staff have a satisfactory knowledge and understanding of the Foundation Stage and of how young children learn. Some staff have had access to some initial training and other training is planned. The learning environment and programme of activities is appropriately planned to provide a balanced range of activities and experiences across the six areas of learning. However, activities to encourage children's understanding of calculation, shape and measure are limited. Activities are appropriately planned, suited to the needs of the children, and reflect the community the children come from and the wider world. Teaching of most areas of learning interests children, and helps them to become focused, able to resist distractions and to persist for some time. Expectations and questions from some staff challenge and support children sufficiently. Staff use time, accommodation and some resources effectively to enable the children to make progress. Assessment records for older children are in the process of being devised.

Helping children make a positive contribution

The provision is good.

Equal opportunities are well promoted as all children are included and involved; their individual needs are well met. Written equal opportunities and inclusion policies are in place and are well implemented. Appropriate procedures are in place for the identification and assessment of children with learning difficulties or disabilities. Children's spiritual, moral, social and cultural development is fostered.

Children enjoy being in the nursery and the activities available. They are settled and happy and make positive relationships with adults and peers. Children are well behaved and staff promote an environment which encourages positive behaviour, for example, children are kept busy and occupied and are praised and encouraged for their efforts.

Partnership with parents and carers is good. The setting works well with parents and they are kept informed of their child's development and progress through regular discussions with staff. Parents of younger children receive written details about their child's day, such as what they have eaten, if they have slept and what activities they have been involved in. Parents receive good quality information about the provision and about the educational programme, for example, details on mathematics, the Foundation Stage and the different areas of learning. They also receive newsletters and written details about their child moving up into another room. Two parents interviewed at the time of the inspection expressed very positive comments about the provision and about the staff in particular.

Organisation

The organisation is good.

Comprehensive recruitment and vetting procedures are in place, and are rigorous and robust enough to ensure that children are well protected and cared for by staff with relevant experience, knowledge and skills. Induction procedures, plus student and volunteer procedures, are also in place and promote the good organisation of the provision. Staff's training needs are assessed during appraisals and they have appropriate access to ongoing training and development courses. All members of staff have a suitable first aid qualification.

Staff have high regard for the well-being of all children, and children receive very good adult support and attention. Attendance records and observation show that adult to child ratios are effectively maintained throughout the day. Key staff work in each room every day and group size and deployment of staff contribute positively to children's care, learning and play.

All records and documentation required for the safe and efficient management of the provision are available, comprehensive and well kept. There are also many good practice procedures in place, such as 'bottle feeding', 'providing opportunities for rest and sleep' and 'promoting social and cultural activities'. Policies and procedures work well in practice and are understood and well implemented by staff. Overall, the provision meets the needs of the range of the children for whom it provides.

The leadership and management of the provision are satisfactory. The manager of the nursery is new to the role and has been appointed as leader very recently. However, she has not received any training on the Foundation Stage of learning so her ability to effectively assess the educational programme is currently limited. Training for the new manager is planned and the setting receives good support from the local authority and from a primary school teacher to help with the provision of education. The setting works well with network coordinators to evaluate and improve the nursery education offered.

The manager motivates staff and children well, builds committed teams and acts as a good role model. She receives good support from a senior manager. New staff and students are inducted well into the setting and staff meetings are held on a monthly basis. The professional development of all staff members is promoted and they are encouraged to undertake further training.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- promote good interaction and communication with babies at feeding times, for example, by ensuring that staff sit at children's level when feeding those in high chairs.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide a range of opportunities and play experiences to begin to develop children's understanding of calculation, shape and measure
- improve quality and teaching in some areas, such as mathematical development and the use of ICT equipment to effectively promote children's interest and involvement
- ensure that children's learning is effectively assessed and that information gained from assessment is used to help move children onto the next stage in their learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk