



Rosedene Hemlington

Inspection report for early years provision

Unique Reference Number	EY333729
Inspection date	07 March 2007
Inspector	Ann Doubleday / Josephine Ann Northend
Setting Address	Cass House Road, Hemlington, Middlesbrough, TS8 9EQ
Telephone number	01642 482345
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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 good.

WHAT SORT OF SETTING IS IT?

Rosedene Hemlington is one of a number of provisions run by Rosedene Nurseries Limited. It was registered in August 2006 and operates from three purpose built areas in the Children's Centre in Hemlington. A maximum of 50 children may attend the nursery at any one time. All children have access to a secure, enclosed, outdoor play area.

There are currently 57 children from one to four years on roll. Of these, three children receive funding for nursery education. Children attend from the local and wider community. The setting supports children with physical disabilities and learning difficulties.

The nursery employs ten staff. Nine of the staff, including the manager, hold appropriate childcare qualifications. One member of staff is working towards a qualification and seven are working towards a further qualification. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's physical development is supported well, with opportunities to have physical exercise each day. They play outdoors in the enclosed area using a range of equipment, including bats and balls, wheeled toys, tunnel, sand and paint. Children can rest or be active according to their individual needs. They sleep on mattresses which are wiped after each use to prevent the spread of infection. Children learn the importance of good hygiene through daily routines. They are encouraged to wash their hands regularly before meals and after using the toilet, and older children know why they need to do so. Staff promote good hygiene during nappy change procedures as they wear protective aprons and gloves, and wipe the changing mat after each use.

Systems are in place for addressing children's health needs. For example, many staff hold a relevant first aid qualification and appropriate documentation is used for the recording of accidents and medication. Consent has been requested from parents for seeking medical advice in an emergency. The effective use of a sick children's policy enables the children's health needs to be met.

Children begin to understand the benefits of a healthy diet through the promotion of generally healthy meals and snacks and through activities undertaken, for example, they discuss the benefits of healthy foods and fresh fruit or vegetables are offered each day. Staff wear protective aprons when serving and preparing food, however, good hygiene is not fully promoted as the residue of food is not always wiped from the table between courses. Drinking water is readily available throughout the session and is accessed by the children. Staff are aware of and meet children's individual dietary needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean, warm and welcoming environment where most risks are identified and minimised. However, some trailing wires in one of the childcare rooms pose a hazard. There is a clear health and safety statement in place and staff give priority to helping children understand how to keep themselves safe. For example, they are taught to tuck their chairs under the table and why they need to do so. A written risk assessment is completed and appropriate procedures are in place for outings.

The rooms are set up for children's arrival and space is used well. The security of the premises is good and there are clear lost and uncollected child policies in place. There is a good range of developmentally appropriate resources, which are well-organised in child-height furniture to encourage independent access. Appropriate sized cutlery is used at lunchtime, however, the cutlery used for a child who was asleep during the main lunchtime was too large and does not fully meet individual needs.

The welfare of children is protected. Staff have a sound understanding of the signs and symptoms of abuse and have completed relevant training. There are policies and procedures in place which include the procedures to be followed in the event of an allegation against staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery. They arrive happy and eager to participate, and are making good progress. Close and caring relationships with staff increase the children's sense of trust and help them develop a strong sense of self. Children are developing good relationships with each other and their communication skills are well supported through good adult to child interactions. Rhyme and sign is used with babies to develop their communication skills.

Children move around the rooms freely. They select their own activities and resources and take part in adult directed activities. Play opportunities are purposeful and developmentally appropriate and activities are set up well. This creates a good learning environment and results in children being motivated and interested. Staff use their good knowledge of the 'Birth to three matters' programme to plan and provide a good range of activities; this knowledge is also used to assess the children's progress and further develop their learning. Babies show good interest in books and handle them carefully. Toddlers are developing their independence, for example, as they have opportunities to pour their own drinks.

There are clear settling in procedures in place for children, which include gaining information from parents about their child's routines and care. Staff are sensitive to and mostly meet children's individual needs well. Children generally behave well and are developing a sense of right and wrong. They respond appropriately to staff who clearly explain why they should not do something.

Nursery Education.

The quality of teaching and learning is good. Children enjoy their time at the nursery and achieve well because staff use their good knowledge of the Foundation Stage and how children learn in order to provide high quality nursery education. Staff plan and prepare well an interesting programme of activities across the six areas of learning. Assessment systems are in place and are completed regularly. They link clearly to the Foundation Stage curriculum and show how children are progressing. They are used effectively to guide planning and teaching. The good use of resources, the appropriate grouping of children and the clearly defined activity areas support the learning opportunities offered to children. Staff know the children well and mostly meet their learning needs. They involve themselves appropriately in children's activities and offer good support and praise to them. However, at times there are some missed learning opportunities to extend children's spontaneous thoughts and ideas.

Children are developing good communication skills. They show confidence in approaching and speaking to others and hold a conversation for extended periods of time. They are increasing their vocabulary as new words are introduced by staff. Children are developing a sense of time, as they remember what they do at home, for example, they talk about going to see the trains. They are developing some writing skills and hold pencils correctly as they begin to form

recognisable marks and letters. They are becoming aware of the initial letter sounds in words, particularly the initial letter of their name. Children have good access to books, learn about the author, handle them well and listen attentively to stories, predicting what is going to happen next.

Children use a computer well. They control the mouse and complete simple programs confidently. They also competently use the interactive white board. They are developing their understanding of number; they begin to recognise some numerals and count reliably beyond ten. Children recognise and name some shapes confidently, for example, they know an apple is round. They are beginning to using size language in play. They have some opportunities to use problem solving and calculating, particularly during rhymes and songs, but this is not extended into everyday routines.

Children are developing a good sense of space as they sit on the mat for circle and story time, and manoeuvre tricycles around obstacles. They show good control as they handle tools and equipment and develop good levels of hand-eye co-ordination, for example, as they use bats and balls. Children have many opportunities for large physical exercise in order to develop their gross motor skills. For example, they crawl through tunnels and ride wheeled toys confidently. They move around and dance to music during their weekly dance lessons.

The children are confident in their play and learning and persist for extended periods of time at activities. They are generally well-behaved and are beginning to show care and concern for others. Children show good interest in their environment and living things, for example, they look at the bird feeders to see if the food has been eaten and begin to learn features of the weather as they know the rain makes the ground wet and the wind blows the wind flowers. They explore well using a variety of materials, such as sand, water, and dough. They talk about their own families and are developing a good understanding of other cultures and beliefs through the use of interesting resources, visitors to the setting and planned activities. For example, they learn about Chinese New Year and the Holi festival.

Children are developing some self-care skills. For example, they learn to put on their own coats and wash their own hands. However, this is not fully extended into everyday routines, for example, collecting their own coats and pouring their own drinks at lunchtime. They are developing a secure knowledge of health and bodily awareness, for example, they understand why they need to wash their hands before eating and begin to know the effects of exercise on their bodies. They are learning about the vitamin and mineral content of food and how foods are grown.

Children recognise and can name many colours and begin to differentiate between light and dark colours. They access and use well a range of creative resources and use their imagination well in play. Children use a range of resources to design and construct with a purpose in mind and build three-dimensional structures confidently. Children join in and enjoy familiar songs; they move rhythmically to music and have good access to musical instruments.

Helping children make a positive contribution

The provision is good.

Children are warmly welcomed and staff ensure resources are readily available. Planned activities are undertaken that positively represent the local and wider community. A good range of resources is available, reflecting other cultures and races. This helps increase children's awareness of diversity and develop a positive attitude to others. The staff know children well and aware of their individual needs. This encourages a sense of security and belonging. There is a clear special needs statement in place and there is an identified special needs co-ordinator who has received relevant training. Children with disabilities and learning difficulties are integrated appropriately and all children are included in activities.

Children are generally well-behaved and are supported effectively by staff. They take turns and are beginning to show care and concern for others. Children's understanding of right and wrong is increased through the good example set and gentle reminders they receive from staff. This means children's spiritual moral, social and cultural development is fostered.

Partnership with parents is good. Children benefit from the two-way sharing of information. Parents are happy with the setting and have developed good relationships with staff. They receive regular newsletters, information about the Foundation Stage and 'Birth to three matters' programme. Further information is displayed around the setting for their attention. They are involved in some initial assessments of their child. They receive regular formal feedback on their child's developmental progress through written reports and open evenings. Parents are encouraged to continue their child's learning at home as they receive weekly information about the topic and activities.

Organisation

The organisation is good.

Space is laid out to maximise play opportunities for children, which contributes to them being happy and settled. Children move around confidently and independently. They initiate their own play and learning well as they move freely between the activity areas. Adult to child ratios are met effectively and there is a key worker system in place. Staff are clear about their roles and responsibilities and work well together as a team. However, lunchtime for younger children is not well organised, as time is not used effectively. Staff are engaged in carrying out necessary tasks which limits their time supervising the children, consequently they become restless. There are clear and robust staff recruitment, vetting and induction procedures in place. This ensures children's welfare is safeguarded.

Required documents are well-organised, readily available and stored confidentially. Daily attendance registers clearly show times of staff and children's attendance. There is a detailed complaints policy in place, which is made available to parents. The comprehensive range of policies and procedures in place are shared well with staff to appropriately promote the welfare, care and learning of the children. However, the procedures for informing Ofsted of significant events has not been fully developed.

Leadership and management of the nursery education is good. Many of the staff have early years qualifications and the management promotes staff attendance at relevant training. The knowledge gained by staff is used to further support children's care and welfare. The manager is a good role model and staff appraisals are undertaken regularly. This enables the manager to be aware of and address the strengths and weakness of the provision and be pro-active in continuously seeking ways to improve. All key staff have a good knowledge of the Foundation Stage curriculum and how children learn. Consequently, children's progress towards the early learning goals is good.

Overall, the provision meets the needs of the range of the children for whom it provides.

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):

- develop procedures to ensure Ofsted is informed of all significant events
- improve the organisation of lunchtime for younger children.

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):

- further develop staff's knowledge about ways to extend children's spontaneous thoughts and ideas

- further develop opportunities for children to develop their independence and to use problem solving in every day routines.

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