

Rosedene Ormseby

Inspection report for early years provision

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Inspection date	09/12/2010
Inspector	Jim Bostock

Setting address	Daisy Lane, Ormesby, Middlesbrough, TS7 9LF
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Rosedene Ormesby is one of six nurseries owned by Rosedene Nurseries Limited. It has been registered since October 2006 and is situated in a purpose built children's centre attached to Overfields Primary School in Middlesbrough. Children are cared for in three separate rooms and share access to an enclosed outdoor play area.

A maximum of 41 children under eight years may be cared for at any one time and there are currently 60 children on roll, 59 of whom are in the early years age range. A crèche service is offered by the nursery, with staff collecting children from local schools. Those attending the crèche are cared for in the main playrooms and are included within the overall registered numbers. Children come from the local and surrounding areas and care is provided for those with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery is open each weekday from 7.30am until 6pm, excluding bank holidays, and closes for a week at Christmas. Eleven full time members of staff are employed to work directly with the children, including the nursery manager. Staff from other Rosedene provisions, such as out of school clubs, are also available to work in the nursery when required. Seven members of staff hold an appropriate childcare qualification at level 3 and four at level 2. The manager and deputy are both studying for an early years degree. The setting receives support from the local authority and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is colourful, attractive and very well organised for children's play and learning. The provision effectively includes and meets the needs of all children, especially those with special educational needs and/or disabilities. Staff successfully provide a happy and caring environment where children progress very well as they enjoy their play. Almost all systems are of good quality. The manager, staff and owners have a very strong commitment to the ongoing development of the quality of the provision and they use self-evaluation well to underpin their focused plans for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the systems for communicating information, particularly assessments of progress, between all settings where children receive care and education, and with parents.

The effectiveness of leadership and management of the early years provision

Systems for ensuring that children are safeguarded are up to date and complete. Staff assess risks daily to ensure children are safe and secure. All required policies, records and procedures, including suitability checks for staff, are in place and used effectively to promote children's welfare. For instance, children wear high visibility vests when on outings and they learn about road safety.

Parents and carers are very happy with their children's progress and enjoyment at the setting. They particularly praise the support for children with additional needs, including those who speak English as an additional language, and the 'excellent' staff. Good assessment and planning systems support children's progress but they do not capitalise fully on parents' knowledge about the development of their children. Similarly, the positive and constructive dialogue with the schools that children attend does not identify children's progress with sufficient clarity. Aided by good quality self-evaluation, the owners, manager and staff team drive improvement of the service to ensure children are assisted and challenged to progress. Recommendations from the previous inspection have been addressed. Staff work as a cohesive unit, providing a stable environment for children. They know how well each child is progressing and they use this information to plan effectively for future development.

The organisation of resources and activities encourages choice and involvement as children develop personal preferences and independence. The provision ably supports and promotes inclusive practice by ensuring that all children are warmly welcomed and successfully encouraged to participate in activities. Staff work closely with parents and other professionals to ensure that all children's needs are met well. There are many activities and resources which provide positive images of difference and diversity. This helps the children learn about similarities and differences while they develop their knowledge and positive attitudes towards others.

The quality and standards of the early years provision and outcomes for children

The setting is most welcoming. Staff are very responsive, they listen to the children and develop warm and caring relationships with them which helps the children develop a sense of belonging. For example, they sit with babies, sharing their delight in watching feathers fall and encouraging their first steps. The children behave very well because they feel part of a positive group. Staff supervise closely, respond quietly and calmly to any upset or inappropriate behaviour and praise children regularly.

Children are learning about foods that are good for them, and they have a healthy diet. Relationships between all children are very good and they are developing care for each other. For example, they share trains and help each other build the train track. Children readily volunteer to help serve food to others and to tidy up. They

listen to staff and respect the rules of the setting. This demonstrates children are developing the necessary personal and social skills to support their future economic well-being.

Staff are skilled at helping children to make their own choices in activities and to think about their play, making learning fun and enjoyable. They plan activities to follow individuals' interests, covering all the required areas of learning for young children. Children have daily opportunities to use a wide range of resources outdoors in the enclosed area. They also have weekly dance and gymnastics sessions. Children are learning about staying safe, for example, as they walk to and from local amenities and schools. They enjoy their time outdoors which helps them develop strength and agility.

The setting is well resourced, particularly with toys and activities to help children appreciate diversity. These are arranged to stimulate interest and they support good progress in skills of communication, for example, during weekly sessions learning Spanish. Children regularly use information and communication technology. For example, they use the plasma screen very well to make patterns and create artwork. Children count regularly and develop good speaking and listening skills during the frequent discussions throughout the sessions. They have many opportunities to develop early writing skills as they make lists, draw and paint.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met