

Rosedene Saltburn

Inspection report for early years provision

Unique reference number EY337621
Inspection date 05/01/2011
Inspector Janet Fairhurst

Setting address Saltburn Children Centre, Marske Mill Lane, Saltburn-By-The-Sea, Cleveland, TS12 1HJ

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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 Saltburn is owned by a private day nursery group and has been registered since August 2006. It is situated within a purpose built building which is shared with Saltburn Children Centre and is situated within the grounds of Saltburn Learning Campus. The children of the setting have access to three secure, enclosed outdoor play areas.

The nursery operates between the hours of 7.30am and 6pm Monday to Friday, excluding Bank holidays, 51 weeks of the year. Children are able to attend for a variety of sessions. A maximum of 75 children may attend the nursery at any one time. There are currently 97 children on roll all of whom are within the early years age group. The nursery is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

The nursery employs 22 members of staff. Of these all hold appropriate early years qualifications at Level 3. The manager of the setting holds a degree in early childhood studies and is working towards early years professional status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are secure, happy and relaxed in this welcoming and nurturing setting. This is a result of being cared for by a well qualified, motivated and experienced staff team who work together to ensure children's individual care and learning needs are well met. Staff work closely with parents to ensure each child's needs are met, although further work is needed to build upon links with all other settings who provide care and education for children. Staff and management are motivated in their effort to make continuous improvements in the setting and outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the established collaborative ways of working with other settings with regard to sharing relevant information on children's welfare and progress to ensure all children are able to benefit
- develop further ways to demonstrate how children's next steps are supported and addressed
- make available appropriate utensils at snack times to promote good quality practice.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully supported as all staff have a good understanding of their responsibilities for safeguarding children and there are clear procedures to follow if they have any concerns about a child's welfare. There is a strong commitment throughout the nursery for professional development and all staff hold a recognised early years qualification. Staff recruitment is effective in ensuring that experienced and qualified staff are employed, and suitability checks are requested and carried out. Detailed risk assessments have been undertaken for all areas and appropriate safety measures are in place to keep children safe and prevent unauthorised access to the nursery. A thorough appraisal process and regular opportunities for team meetings and training ensure that staff keep up-to-date with current procedures and translate these effectively into practice

Equality is promoted well within the setting and all children's individual needs are being met. Staff use a range of multicultural resources to help children learn about other cultures and beliefs and take part in planned topics and themes celebrating festivals. Positive images of ethnicity, gender and disability are displayed around the nursery. Toys and resources are of a good standard and are set out accessibly, to promote active participation and child-initiated play and discovery. Effective links with the local school has been established which ensures they all work closely together to promote children's continuity of care, learning and development. However, some children attend other schools in the area and these links are yet to be extended to encompass them which will ensure all children benefit from this collaborative partnership working. Parent's comments are very positive and complimentary about the service they receive.

Strong partnerships with parents ensure good channels of communication keep parents up-to-date about all aspects of their child's learning and development. For example, through verbal feedback at the end of the day, sharing learning journeys, daily diary sheets, newsletters and highly informative notices and displays. New parents and children are warmly welcomed by staff and can spend time together in the setting until the child is settled. Information is gathered from parents about children's routines, family, preferences and developmental stages, which enables staff to meet each child's individual needs from the start of their placement. The nursery has parents open days for all the children in which they are invited to spend time with the staff in discussing their child's development and progress. Parents appreciate seeing what their children have been learning about, and can see their learning journals at any time. They are encouraged to send in observations of the children which they have made at home so that the staff can build on these experiences in the nursery. Parents comments are very positive and complimentary about the service they receive.

The setting's self-evaluation provides a good basis for the capacity of the nursery to make good progress across all areas. From this it is clear that the management and staff have a good understanding of the setting's strengths and areas for improvement, and recommendations from the previous inspection have been successfully implemented. For example, greater use of information and

communication technology is used to enhance children's learning and staff now sit at babies level when feeding in high chairs.

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

There is a very happy, positive atmosphere throughout the nursery as children enjoy warm relationships with caring adults. This results in strong emotional attachments between children and key workers and ensures emotional security. From the time they arrive, the children are eager to explore whatever is available to them and they meet every new challenge with a real enthusiasm. Children are offered a broad range of activities and experiences to ensure that they make good progress across all areas of learning. Observation, assessment and planning procedures support the children's ongoing development and learning well. Next steps for individual children are identified, however, the ways staff plan to meet their next steps are not documented in their achievement files.

The nursery is very well resourced which enables children to use equipment, such as, computers and interactive plasma screens. Through their interaction with the children the staff draw out learning and ensure appropriate levels of challenge are available for all. For example, some of the pre-school children wanted to change the colour used on the computer painting programme. Before guiding them through the process the member of staff encourages them to think about how they could do this using the icons to help them. The children are very receptive and demonstrate great enthusiasm to develop their skills in this area which positively promotes skills for the future. There is good provision for children to develop their communication, literacy and numeracy skills. Staff are very sensitive to babies' early attempts at communication holding them close, ensuring they have plenty of eye contact whilst chatting and responding to them with praise and repetition. All children show a love of books. Babies snuggle into staff as they look through the picture book, whereas older children are becoming more aware of text as they share their favourite books and listen to the stories. Children count in everyday situations, for example, as they climb up and down the steps of the slide. Children count on their fingers to demonstrate how old they are and show they recognise written numerals as they score points during the football game. Babies' home routines are followed wherever possible and their activities and experiences are planned based on what they are interested in and the particular skills they may be developing. For example, sturdy furniture and toys are made accessible to encourage babies to stand with support. Staff plan an interesting variety of activities for babies and toddlers which include creative and exploratory play, which stimulates their senses and curiosity. As a result, children begin to make connections in their learning. For example, a painting activity with toddlers allows them to explore the paint. They use the paint to make marks on their paper and enjoy the sensation of the brush as they paint their hands and squash the paint between their fingers. Babies and toddlers play very contentedly, learning to enjoy being with others. The baby room is very relaxed and calm and this has a positive impact on the children.

Children benefit greatly from the exciting and stimulating outdoor areas. They eagerly change into their puddle suits and boots and venture outside to play in the fresh air, learn new skills and enjoy investigating and exploring their surroundings. Children have the opportunity to learn about nature, growth and change as they plant and tend vegetables, such as, potatoes, radishes and herbs in the garden. Their freedom to play outdoors reflects in their good physical control as they access the wide range of activities offered that build on and extend their balance, co-ordination and spatial awareness. Wicker wigwam and play houses act as a den and places where children can use their imaginations and reenact familiar scenes from home. For example, in the play house the children were observed making a cup of tea. Children develop positive attitudes to one another as they learn about taking turns and show consideration for one another, for example, as they wait their turn. They learn about the wider world through the provision of books and resources and the planning of festivals, cultures and traditions. They share home life experiences which help them recognise and value the importance of one another's backgrounds.

Children have a healthy and varied diet. The meals provided by the nursery are home cooked and the children eat well, enjoying the social support of the staff. Snacks and mealtimes are relaxed and sociable occasions; however, occasionally there is a lack of suitable utensils for children to use. For instance, children are not given plates to place their snacks on. Therefore, children do not always experience good practice when eating. Children are independent in managing their personal care and know why it is important to wash their hands. They are gaining a good understanding of safety issues and how to keep themselves safe. Through the regular emergency evacuation procedures they learn how to leave the building in an emergency. Children and staff wear fluorescent bibs when they are undertaking outings and children know this helps to keep them safe. Outings are also used to widen their experience and their understanding of road safety and stranger danger.

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