

Rosedene Hemlington

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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 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. All children have access to a secure, enclosed, outdoor play area. Nearby facilities include a farm, library, schools, woodland, recreation park and swimming pool.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 54 children may attend the nursery at any one time. The nursery is open five days a week from 7.30am until 6pm all year round.

There are currently 147 children on roll, of whom 140 are in the Early Years Foundation Stage. The setting receives funding for the two, three and four year old children. Children attend from the local and wider community. The setting supports children with special educational needs and/or disabilities.

The nursery employs nineteen staff and all hold appropriate childcare qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is highly effective. Outcomes for all children are at least good and in some instances are outstanding. All aspects of the provision are excellent in most respects. Partnership between the setting and parents ensures individual needs are met and that children's protection is assured. Children make significant progress because they are provided with high quality care and learning in an exceptional environment. There is a strong commitment and a positive attitude towards continual development through training and self-reflection by staff and management to maintain the exceptionally high standards they have set themselves. Particular strengths noted at the time of inspection were the excellent partnership working and support for children with additional needs.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing the partnership working with parents, particularly those hardest to reach, to assure their involvement with, and understanding of, their children's learning and development.

The effectiveness of leadership and management of the early years provision

All aspects of the steps taken to safeguard children are exemplary. Safeguarding is a high priority to all staff and there are robust procedures and policies in place. These are updated regularly to ensure the safety and welfare of all children. Staff are knowledgeable about safeguarding issues and procedures and regularly discuss these in their appraisals to keep up to date and address any concerns. They have all undertaken training, including caring for children with disabilities. There is a rigorous recruitment procedure in place to ensure that all staff are suitable and qualified to work with young children. All staff and frequent visitors hold a current enhanced CRB check. There is an intercom to access the setting and all visitor's identification is checked and verified. Staff undertake effective, recorded, daily risk assessments with further checks carried out before children access the outdoor area.

Children benefit greatly by the provision of an environment which is stimulating, extremely well-resourced and expertly organised. The extensive range of toys, equipment and resources successfully supports all children's learning and development. For example, children know where resources are stored through good labelling, so they select jigsaws and return them to the drawer unit independently.

The setting is very aware of its strengths and weaknesses. Highly effective self-evaluation procedures, staff appraisals and observations support an ethos of continuous improvement. Independent monitoring, cohort analysis and six-monthly environmental audits are used to identify further improvements. These are agreed by all staff and parents and linked action plans are available in each room.

Partnership working is a strength of the setting. Parents are fully informed and the nursery is seeking to establish greater knowledge of child development and learning particularly with those parents who have yet to engage. For example through providing parental workshops. They work closely with professionals in the children's centre, accessing speech and language therapy, psychologists and the services of the early years professional, in order to meet the needs of individual children. The work with local schools is exemplary. Staff are released for one day a week to work in these schools, where they discuss planning and development for individual children. This makes transition to school as seamless as possible.

Staff offer sensitive support to children who have special educational needs and/or disabilities. They are sympathetic to the needs of the individual, for example, giving one to one support to enable children to take part in group activities. This means that the individual needs of all children are met and all children are included in the life of the setting. Parents comment positively on the rapid development of their children in the setting in both communication and physical skills.

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

Children feel extremely safe and secure in the nursery. They have built strong relationships with their key workers and know that adults are there to help and support them. Children play safely, for example, when playing on the slide they are reminded to use the equipment appropriately. This knowledge is used by children as they wait until it is clear to go and when independently setting up equipment safely.

All children show an excellent understanding of the importance of following good personal hygiene routines. They wash hands independently with a structured framework of displays over the washbasins to support them. The setting works with parents to help them identify healthy foods and practices for their children, such as weaning away from using a dummy. Children are taught to feed themselves independently and enjoy the social aspects of lunchtime. All staff hold a food hygiene certificate and use disposable gloves and aprons appropriately. Children understand about healthy foods, undertaking experiments and demonstrations with regard to the amount of sugar in drinks, as part of the oral health strategy. They enjoy visits to the local farm which are followed up with a tasting session comparing different types of milk. Children understand the benefits of physical activity and are encouraged to participate in regular swimming, dance and gymnastic sessions. In partnership with the local school the nursery organises sports days for the children and parents to participate in. This means that children are supported very well to develop healthy lifestyles.

Children's individual progress is good and often excellent in relation to their starting points. Staff are very knowledgeable about the Early Years Foundation Stage. Highly effective observation and assessment practices ensure that planning is always targeted towards moving children on. Children enjoy learning and clearly understand particular themes such as animals. The youngest children practise number recognition whilst singing number songs, whilst the older children are counting animal body parts at circle time. Staff follow the children's interests, such as developing a hoola hoop game into hoopla, which improves the children's throwing skills. The language rich environment supports this aspect of children's learning well. Adults talk through the process of pasting and gluing and children are encouraged to recognise letter sounds when playing. Displays are interactive and use the children's language in labelling, for example in the music area. Children are able to produce their own films using digital movie makers and have free access to, and are skilled at, using the computer. This also has programs tailored to meet their individual needs. Parents are invited to join in with the mini-beast treasure hunt in the local woodland to enable them to support their children's learning and understanding of the world. Consequently, all children make very good progress towards the early learning goals in all areas.

Children's behaviour is outstanding. They are given clear boundaries, and

individual children are supported to understand these. They learn about different cultures and beliefs through celebrating a wide range of festivals and by the routine use of resources from around the world. Maps and flags also enable them to understand where these countries are. They are aware of each other's needs, caring for each other at mealtimes, and helping each other dress before going outdoors. They explore their daily feelings at circle time and through use of a mirrored interactive feelings display. This means children are developing knowledge and skills to enable them to make friendships and understand others.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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