

Rosedene at Durham Lane Primary

Durham Lane Primary School, Amberley Way, Eaglescliffe, STOCKTON-ON-TEES, Cleveland, TS16 0NG

Inspection date	02/10/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are relaxed and happy and have good relationships with the manager of the out of school club. They are keen to attend and clearly enjoy their time there.
- Staff promote children's personal social and emotional development well. Children are becoming increasingly confident, self-assured and independent.
- Staff give clear messages to children to ensure they are developing a good understanding of the importance of positive behaviour, good hygiene practices and physical exercise.
- The manager has a clear understanding of her responsibilities for safeguarding. Robust policies and procedures are in place to ensure children are well protected.

It is not yet outstanding because

- When care is provided in the school hall, children do not have access to a full range of resources and equipment. This results in less opportunities for them to extend their learning, for example, in reading and being imaginative, and a lack of provision for them to relax in comfort.
- The setting has not yet started to use more formal self-evaluation methods to accurately assess the quality and impact of the provision in supporting children's learning and development.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the school hall and the outdoor area.
- The inspector looked at a range of documentation including activity planning, policies and procedures, and evidence of the suitability of practitioners.
- The inspector held a meeting with the manager and spoke to the head teacher of the host school.
- The inspector took account of the views of children and parents spoken to on the day.

Inspector

Lindsey Pollock

Full Report

Information about the setting

Rosedene at Durham Lane Primary opened in 2012 and is one of several settings privately owned by Rosedene Nurseries Ltd. It operates from rooms within Durham Lane Primary School in Eaglescliffe. There are enclosed areas available for outdoor play.

There are currently 25 children on roll, five of whom are in the early years age group. The provision is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. Sessions run from 8am to 9am for breakfast club, and 3pm to 6pm after school. Occasional holiday care is also provided. It works in partnership with the host school. The club currently has two members of staff including the manager. They are qualified to level 3 and above.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the range of resources and equipment when children are cared for in the hall so there are opportunities for them to extend their learning, for example, in reading and being imaginative, and for them to relax in comfort
- develop use of more formal self-evaluation methods to accurately assess the quality and impact of the provision in supporting children's learning and development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and settled in this friendly out of school club and are making good progress in their learning and development. Staff fully recognise that this is a time for children to relax after a busy day and activity planning is very much based around children's interests. Children are fully consulted about what they want to do and planning is adapted if children express a particular interest in something. Staff know the children well and are successful in meeting their individual needs. They engage with parents on a daily basis sharing information about children's care and learning.

Although very new to the group the children appear to have 'fitted in' very well. They play co-operatively, sharing and taking turns with others, for example, as they use the tools when playing with clay and as they play football outdoors. They play happily alongside and with the older children who attend the club and are considerate of each other's needs. Friendships are forming and they 'save' seats for each other at snack time so they can sit together. They are extremely friendly and sociable to everyone, calling out 'hello' and chatting to school staff and other children as they go through the hall. They are very vocal about what they like and dislike and are confident to speak to both staff and children about this, being not at all worried about expressing their opinion.

Children show good control and co-ordination in large and small movements. They are very skilful at football and love being outdoors. They move well around the hall knowing that they must walk, not run, as this is rule. They demonstrate very good fine motor skills. They carefully spread butter on crackers with knives, write their names in their 'Rosedene'

books using felt tip pens and pencils, and use various cutters for clay. They enjoy engaging in imaginative play in the role play area in nursery classroom. They take turns to be the teacher sitting in her chair, and being pirates, making eye patches and telescopes to extend this play.

The nursery classroom used for the vast majority of sessions is extremely well resourced. Children have lots of choice in a stimulating, welcoming, environment. However, for one after school session a week, children are cared for in the school hall. At this session they do not have access to a full range of resources and equipment. This results in less opportunities for them to extend their learning, for example, in reading and being imaginative, and a lack of provision for them to relax in comfort.

The contribution of the early years provision to the well-being of children

Despite being very new to the out of school club children are well settled and happy to be there. They have a particularly good relationship with the manager who acts as key person. She knows them well and successfully meets their individual needs. These youngest children are appropriately supported however, they already demonstrate much confidence and require very little additional help. Their sense of security is also promoted by the friendly atmosphere in the school and the warm interactions with staff members passing through the hall. The club is very much an integral part of the school that children already attend and effective transitions are in place.

All children are very well behaved. They follow rules and boundaries which are in-line with school rules so they are getting consistent messages. They are polite and friendly and are often heard saying 'please' and 'thank you'. They are able to work as a group at snack time and during activities, such as, football and clay moulding. They can adjust their behaviour accordingly, being more controlled indoors but enjoying the chance for more boisterous play outdoors.

Children are already familiar with routines for hand washing. They know to do this before they prepare and eat their snack and after using the toilet. Staff encourage children to be as independent as possible, for example, making their own snack. This helps to raise children's awareness of what foods are good for them. Water is provided for children and in addition to this children bring in their own water bottles. High standards of hygiene are maintained in all areas to reduce the risk of cross-infection. Children have a very positive attitude to exercise. They love being outdoors enjoying free play and organised ball games. They demonstrate their increasing understanding of safe practice as they use resources and equipment safely. Their safety is further promoted by the completion of effective risk assessments carried out by both the out of school staff and the school itself.

The effectiveness of the leadership and management of the early years provision

Staff are very much aware that the main purpose of the out of school club is to provide opportunities for children to relax after a busy day in a safe environment. Having said this, they are still guided by the learning and development requirements so they can

complement children's learning in school. Their current priority is to ensure children are fully settled whilst beginning to observing and monitor their development. Plans are in place for completion of occasional recorded observations. These are to help with the assessment process and to identify any groups of children who may need extra support to close gaps in learning.

Rigorous company recruitment and vetting procedures are adhered to ensuring the suitability of all adults who work with children. Robust safeguarding procedures are in place and all staff have a secure understanding of their responsibility to liaise with appropriate agencies if child protection concerns arise. Staff are encouraged in their professional development by attending both external and internal training courses. Company systems are in place for the supervision and appraisals of individual staff so that practice can be formally evaluated and training needs identified. The club has very good partnerships are in place with the host school. The head teacher speaks positively of the club. She has termly meetings with the manager and registered provider as well as providing her continual support and advice to ensure the provision is fully monitored. Staff liaise on a daily basis with children's class teachers to promote continuity in their learning. Partnerships with parents is good, they spoke very highly of the provision and manager and of how much their children enjoyed coming to the setting, always happy to come and often reluctant to leave on an night.

The manager is keen to develop the provision and seeks the views of children and their parents to help with this. She evaluates activity planning and is keen to change and adapt this if children do not appear to be enjoying things or they are not sufficiently challenged. As yet, the setting has not yet started to use more formal methods such as self-evaluation forms, to accurately assess the quality and impact of the provision in supporting children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets

		the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY445809
Local authority	Stockton on Tees
Inspection number	788976
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	48
Number of children on roll	25
Name of provider	Rosedene Nurseries Ltd
Date of previous inspection	Not applicable

Telephone number 0

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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