

Rosedene Ormesby

Daisy Lane, Ormesby, MIDDLESBROUGH, TS7 9LF

Inspection date	07/08/2013
Previous inspection date	09/12/2010

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 make good progress in their learning and development. This is enhanced by staff who are enthusiastic and provide a wide range of activities and experiences which build upon children's interests and abilities.
- Children are well safeguarded. All staff are well-informed about child protection issues and the premises are safe. The management team ensure that all staff fully understand how to keep children safe and follow all necessary guidelines.
- The newly appointed management team have a strong commitment to continually developing and improving the nursery provision to ensure children receive good quality care and learning.
- Children's behaviour is good as staff are good role models. They are deployed well and provide clear guidance for children about what is acceptable behaviour.

It is not yet outstanding because

- There is scope to further enhance opportunities for all parents to share information about their children's learning and development at home, so that the nursery can use this information to maximise children's learning.
- Children's independence skills in the pre-school room are not always fully promoted. For example, they do not always wash their own hands, pour their own drinks and help set the table at lunchtime.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 had a tour of the building.
- The inspector observed activities in the main playrooms and outdoor area.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the manager and the operational manager.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents spoken to at the inspection.
- The inspector sampled children's assessment records and planning documentation, checked evidence of suitability and qualifications of practitioners working with children and looked at the nursery's self-evaluation form and some written policies.
- The inspector looked at the nursery's website.

Inspector

Karen Tervit

Full Report

Information about the setting

Rosedene Ormesby was registered in 2006. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in a purpose-built children's centre attached to Overfields Primary School in Middlesbrough. It is one of nine nurseries owned by Rosedene Nurseries Limited. Children are cared for in three separate rooms and have access to an enclosed outdoor play area.

The nursery employs 12 members of childcare staff. Of these, most hold an appropriate early years qualification at level 3 or above. The nursery opens Monday to Friday all year round for 51 weeks of the year. Sessions are from 7.30am until 6pm. There are currently 66 children on roll who attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance the opportunities for all parents to share information about their child's learning at home and use this information to further develop activity planning to maximise children's progress in their learning

- review lunchtime arrangements to further promote the development of older children's independence and self-care skills. For example, by encouraging them to set the table, pour their own drinks and wash their own hands.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and the prime and specific areas of learning, which they implement with success. Consequently, they support children's learning effectively as they gently extend their thinking and reasoning to the next level. Staff know the children well, for example, they recognise that some children learn best outdoors so ensure that this area is easily accessible to them. As a result, children enjoy a wide variety of stimulating and imaginative activities, both indoors and outdoors, which are planned by staff to meet their individual learning needs. Consequently, children make good progress, while having fun. All children are able to independently select from a wide range of resources and activities choosing what they

would like to do. Staff keep a record of children's learning and development, which includes regular observations. They link these into the areas of learning and note the next step. A tracking sheet is kept for each child that covers all the learning and development requirements, which when completed shows if there are any gaps or delays in children development. All this information feeds into future planning and also goes with them when they move rooms so individual needs are well met.

Staff focus on helping children to develop key skills, which will help them to enjoy learning as they get older and eventually start school. Communication skills are given a high priority. Staff talk to children at all times, showing great delight as they encourage babies' babbling or ask older children to describe the different types of vehicles in the 'traffic jam' outdoors. Children love books and enjoy using the cosy areas where they can sit quietly or listen to stories with their friends. Staff ensure that books are attractively displayed in all the areas to help develop children's interest in the written word further. For example, the pre-school room has books about vehicles and buildings in the construction area. Very good opportunities are provided for children to develop their physical skills. Children balance, crawl, run and roll to develop their coordination or access small equipment, such as brushes, scissors and crayons to develop fine control skills. Good opportunities are offered for children to dig in the soil and plant vegetables in the raised beds. They show increasing skills as they water their peas and carrots and talk about how much they have grown.

Staff show great interest in what children are doing and notice and praise their achievements. This encouragement motivates children to persevere. Staff talk with the children about what they are doing and ask questions to help them make links in their learning. For example, when children dress up as hairdressers in the role play area, staff encourage them to think what tools hairdressers use. Children name items, such as hair brushes and bobbles with staff supporting them in finding the required tools. Children then go onto concentrate carefully as they 'do' staff's hair.

Babies delight in exploring a variety of materials, such as paint, jelly, spaghetti, shredded paper, sensory lights and treasure baskets. They develop good social skills as they mix with older children at different times throughout the day. All children receive good opportunities to make marks to develop early writing skills. For example, they paint indoors and outdoors using a variety of tools, such as brushes, sponges and paint pads and use different items in wet and dry sand. Older children are beginning to recognise and write their own name and that of others. For example, children in the pre-school room greet visiting adults with a sheet of lined paper asking them to write their name between the lines. Some older children confidently go on to write their own name below. Staff support less confident children in their efforts by asking children what the first letter is of their name and sounding it out for them and getting them to repeat it with them.

Parents are warmly welcomed into nursery by the approachable staff. Well planned systems to identify children's starting points on entry are in place. Parents complete 'All about me' documents, which help staff to recognise children's individual needs and plan activities at an appropriate level for each one. Staff share children's written observations with parents as well as chatting to them when they pick up. Alongside this, staff occasionally send resources home for children to share with their parents. For example,

children in the pre-school room enjoy taking 'Elmer the Elephant' home so they can read the story with their parents and play with the linked resources. Parents comments are positive, they say that they are 'pleased with the progress children are making' and 'children are learning rhymes and are able to recognise letters'. However, the nursery has not yet fully extended the opportunities further to encourage all parents to share and contribute information about their children's learning and development at home. Therefore, staff are not always able to make full use of this information to inform their planning and maximise children's very good progress in their learning.

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

Children that are new to the nursery are very well supported. Their key person works closely with parents to obtain information about children's care and learning needs from the onset. Children attend for a number of settling in visits to the nursery before they start. This supports children to build relationships with their key person and become familiar with their surroundings. Consequently, children settle well and are emotionally secure, which gives them a strong base for their learning. Babies develop warm and secure emotional attachments with staff, which promotes their personal, social and emotional development. Children who are feeling unwell approach staff readily if they need support or reassurance, which further demonstrates their feeling of security. Staff carefully plan for their key children's individual learning, spending time during the day supporting them in specific activities, as well as looking after their care needs. Transitions between rooms are effectively managed. Children visit their new room frequently and get to know their new key person, before they move permanently. Detailed information is exchanged between rooms to ensure all staff understand each child's unique needs. Parents say that their children are always keen and happy to come to the nursery.

High standards of hygiene are maintained throughout the nursery. Very good procedures are in place to prevent the spread of infection. Surfaces are thoroughly cleaned before snack and meals. Care routines, such as nappy changing, follow good hygiene procedures. Staff also use these times to closely engage in one-to-one time with the very young children, for example, gently tickling their tummies and responding to their babbles. Children are offered a wide range of healthy, nutritious meals and snacks. Children with special dietary needs are extremely well supported. Parents are particularly grateful for the sound nutritional and dietary advice they receive from the company who provides the meals during term time. Meals are sociable occasions with children sitting together and enjoying their food. Staff sensitively support children as they chat about what they are eating. However, although children butter their own crackers at snack time their independence skills are not always fully promoted. For example, staff in the pre-school room occasionally wash children's hands at lunchtime and they are not fully involved in setting the table and pouring their own drinks.

Staff are attentive and when slight conflicts arise they offer timely and sensitive intervention appropriate to the ages of the children, consequently children behave well. Children who find it difficult to behave appropriately are very well supported. For example, staff offer individual support to children who on occasions find it difficult to understand

that throwing the sand might hurt their friends, as well as offering gentle reminders that they need 'kind hands'. This helps them behave well. They have good opportunities to gain an awareness of diversity as they use a wide variety of resources that reflect positive images of difference.

Children develop a good understanding of personal safety from the attentive staff. Older children know not to run indoors in case they trip and babies are well supported in using the indoor slide correctly. Older children know not to climb up the slide, but to use the steps. Babies sleep in their own cosy sleep room, either in cots or buggies according to parent's preference. This room is attached to the baby room. Staff use a listening device as well as frequent visual checks which they record, to ensure babies remain safe while sleeping. Toddlers have their own comfy sleep mats and blankets, which are laid out in their base room with a staff member always being present so there is someone to greet them when they wake up. Children have frequent opportunities throughout the day to experience fresh air and be active. This supports their physical health and development.

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

The safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are clearly understood by the staff and management team and are well met. The designated person is clear and well informed of her responsibilities for safeguarding and works well with partners to protect children. She has attended recent training and is knowledgeable about the procedures to follow if the nursery have a concern about a child. Records, documentation, policies and procedures are comprehensive and reviewed regularly to ensure they reflect current guidelines and practice. The nursery keeps thorough records of accidents, with parents being asked to sign the record and receiving a copy of the notes. Staff also monitor accidents to ensure no areas in the nursery pose a risk so as to further protect children and promote their welfare. Effective systems are in place to ensure that all staff working with children are suitable to do so. There is a detailed risk assessment in place and this is monitored to ensure safety is maintained at all times for the children. Fire safety is prioritised and access to the provision is secure. The suitable organisation of indoor and outdoor space means that children are closely supervised at all times. Most staff have suitable paediatric first aid qualifications. Consequently, children are well protected in the event of a minor accident.

An effective appraisal system and regular informal supervision is in place to ensure that all staff understand their roles and responsibilities. As a result, the interests of children are promoted as staff are provided with support, coaching and training. There are clear systems in place for self-evaluation and both the newly formed management team and staff are motivated to seek further improvement. They successfully identify strengths and areas for development and have clear plans in place to bring about improvement. For example, the nursery is currently being significantly refurbished, including the laying of new flooring and walls being repainted, making it an even more inviting and practical space for children to play and learn. The nursery has positive addressed the

recommendation made at the last inspection. Self-evaluation takes into account the views of staff, parents and children, as well as advice from the local authority. The new manager has a good overview and knowledge of the educational programmes, so she can monitor that all areas are covered within planning and assessment and identify any gaps in learning.

Suitable relationships are formed with parents. They say 'I go to work and never worry at all', 'children love it', and 'staff are informative and genuinely care about the children'. Staff keep them up to date about their child's learning through daily discussion at the beginning and end of the session. Good partnership working takes place between the nursery and the school the nursery is attached to and plans are in place to develop these even further at the start of the new term. Consequently, children are well prepared for their next stage of learning. Close links are in place with other agencies to support children, for example, children centre staff, health visitors and portage workers.

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 action. 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	EY333734
Local authority	Redcar & Cleveland
Inspection number	925418
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	41
Number of children on roll	66
Name of provider	Rosedene Nurseries Limited
Date of previous inspection	09/12/2010
Telephone number	01642 300629

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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, which are usually the childminder's 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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