

Rosedene at Kader Primary School

Kader Primary School, Staindrop Drive, MIDDLESBROUGH, Cleveland, TS5 8NU

Inspection date	20/02/2014
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		1
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

- Teaching is good because staff demonstrate a secure knowledge and understanding of how children learn. Consequently, all children make good progress given their varying starting points.
- Children play and learn in a highly stimulating environment both indoors and outdoors. As a result, children are motivated and active learners demonstrating the characteristics of effective learning.
- Children make very strong and close relationships with their key persons, which promotes their emotional well-being. This means children are well prepared for their move to school.
- Children feel safe and secure in the nursery and management's arrangements for safeguarding the children are robust.
- The nursery has developed very good partnerships with other professionals. This means they work together effectively to support all children as individuals.

It is not yet outstanding because

- There is scope to strengthen partnership with all parents to ensure they are all fully involved in their child's learning at home.

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 talked to the operations manager, manager, staff, children and parents.
- The inspector observed the quality of teaching and adult and child interactions indoors and outdoors
- The inspector looked at planning, assessment and tracking systems.
- The inspector looked at a sample of children's developmental records.
- The inspector checked staff records, including suitability checks, qualifications and training.
- The inspector looked at a sample of documentation including policies and procedures and risk assessments.

Inspector

Nicola Wardropper

Full report

Information about the setting

Rosedene at Kader Primary School was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a one of nine privately owned groups and is situated within Kader Primary School in Middlesbrough. The nursery serves the local area and is accessible to all children. It operates from the main nursery room and there is an enclosed area available for outdoor play.

The nursery employs three members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including one with Early Years Professional Status. The nursery opens Monday to Friday 7.45am to 5.45pm all year except for Christmas holidays. Children attend for a variety of sessions. There are currently 18 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- strengthen partnerships with parents by building on strategies to engage all parents so they are fully involved in their children's learning at home.

Inspection judgements

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

Staff have a good understanding of how children learn and use this knowledge to plan challenging and interesting activities that meet the needs of all children at the nursery. They gather a wide range of information from parents about what children can do and what they already know when they start at the nursery. This ensures staff form an accurate assessment of children's starting points and plan appropriate activities to support their learning and development. Staff engage well with parents and share their children's learning experiences with them. Observation, assessment and planning systems are effectively in place and cover all seven areas of learning. Activities and resources have depth and breadth and are challenging and interesting. All staff have high expectations of the children and are very committed and focused on supporting all children to achieve. Consequently, all children are happy and settled, enjoy learning and make good progress given their starting points and capabilities. Staff effectively complete the progress check at age two and share this with parents. A variety of formal and informal opportunities are provided for parents to receive information about their children's learning. Verbal discussions at the beginning and end of the day keep parents informed of how their child has been and what their child has been playing with. Parents' evenings give parents an

opportunity to discuss progress and next steps with their child's key person. Staff email weekly updates to parents about children's development, keeping them well informed. However, there is scope to strengthen partnership with parents further to ensure all parents can become fully involved in their child's learning at home.

Staff have created a cosy, inclusive book corner which children keenly and independently access throughout the day. Children show a love of and interest in books. For example, they carefully turn the pages of a chosen book and enjoy quietly 'reading' out loud to themselves. Staff read a favourite story with lovely expression, therefore, engaging all the children. Children enthusiastically join in with well-known phrases. Staff help to embed children's learning and reinforce language skills by praising their efforts and achievements and repeating phrases back to them. This includes supporting children who speak English as an additional language. Staff effectively support children's interests in illustrations and print in books. For example, children understand that the book needs to be 'turned round' so the letters can be read correctly. Children use descriptive language to talk the patterns they see in the pictures. Staff also use stories to talk about feelings and emotions. For example, staff ask 'Why do you think he feels sad?' when showing children a picture of a sad face in the story book. This helps children to be aware of their own feelings and the feelings of others. Staff use effective questioning to help develop children's thinking and link these to children's own experiences. For example, staff ask children 'what is happening?' in the picture and links this to children's experiences in nursery that morning. This promotes a sense of belonging and helps children to feel valued, raising their self-esteem. Children have formed good friendships and staff support them to work together to solve problems, such as to complete a jigsaw.

The highly-stimulating outdoor area supports children's physical development very well. Children enjoy collecting water from the water butt and pouring it down drainpipes into a container. They have fun enjoying the sensory experience of digging in the sand and the 'mud kitchen'. Children practise their climbing skills on a low frame and their balancing skills on tyres and crates. The wheeled vehicles and scooters offer opportunities for imaginative play, as well as helping children to strengthen and control their large muscles. For example, children push along and ride vehicles to 'the petrol station' where staff help them to 'fill up' with petrol. Staff supports children's awareness of number well and use every day opportunities for children to practice their counting skills. For example, they count the plates and cups at meal times. Staff also promote mathematical concepts, such as full, empty and big and small through a planned activity with the children. Children have good opportunities to be creative. They delight in making their own creations when making sensory bottles. Children use a variety of resources, such as glitter, feathers, foil shapes and dry pasta to fill up various-sized bottles. Staff support children to make predictions by asking them if they think the pasta will fit in the bottle. Staff use open-ended questions well to promote children's thinking and help them use all their senses to explore. For example, they encourage children to listen to the sound the pasta makes as it drops into the empty bottle and asks them what the pasta feels like. As a result, children carefully listen to and explore the object, using language such as 'jingle jangle' and 'hard' to describe how it sounds and feels. Children learn about technology and about how things work. They learn how to control a computer mouse and a range of battery-operated resources, such as torches and cameras. A good variety of mark-making equipment further helps support children's early writing skills and dough supports them to

exercise and control the muscles in their hands. Staff support children's early writing skills well by demonstrating how to write letters of their names on the interactive whiteboard. This helps them to develop the skills they need for the next more formal stage in their learning.

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

Staff are extremely knowledgeable about their key children because they find out detailed information from parents about their child's needs. They use their knowledge of the children to plan effective strategies to help them settle and, as a result, children quickly separate from their parents with confidence. This helps children to feel secure. Staff are caring and very supportive with the children as they play, taking an active interest in what children are doing. As a result, children form warm, secure, relationships with staff, are happy and thoroughly enjoy their time at the nursery. Children's self-esteem and confidence is promoted well by the highly effective key person system. For example, staff very calmly support children when they are upset at story time by encouraging them to 'snuggle' under the blanket and cuddling a soft toy while sitting close to their key person. Consequently, children calm quickly and are happy and relaxed to enjoy their learning. Behaviour in the nursery is managed exceptionally well and children are developing a thorough understanding of right and wrong. This is because explanations given to them are simple and age-appropriate and supports their individual needs very well. As a result, behaviour in the nursery is excellent. Children attend the nursery from a wide and varied cultural community and they are developing their understanding that everyone is different because culture and diversity is embraced throughout the nursery. Children are learning to embrace each other's differences and this is demonstrated through the very strong peer relationships they have both with adults and each other. This means they are well prepared for the larger social environment they will experience in school.

All areas of the nursery are very welcoming and highly stimulating. Excellent consideration to the organisation of play space and resources means that children can organise their own play. The indoor area reflects all areas of learning very well. The wide variety of resources are easily accessible, are labelled and interesting. A very good selection of open-ended resources means that children can investigate and explore, which supports active learning. The book area is inviting and very well accessed. Children easily relax in the softly furnished area, which very effectively promotes their emotional well-being. Colourful displays of children's artwork and photographs and displays of different languages depict a range of nationalities, cultures, religion and gender. The outdoor area is small, but highly stimulating and well planned with young children's learning needs in mind. Children are developing an extremely good understanding of a healthy lifestyle as staff provide a variety of outdoor activities to support children's physical skills and develop their muscles. They enjoy riding wheeled toys and climbing on, into and out of a variety of equipment. A 'communication friendly space' has been developed to stir up children's curiosity and encourage the use of discussion and language. Everyday objects, such as colanders, spoons and whisks encourage children to be creative with making sounds. Children have access to outdoor play and learning in all weathers. For example, scarves and ribbons help children to learn about the effects of the wind. Interesting activities, such as growing grass, herbs and gooseberries help children to learn about caring for living

things and the world around them. Photographs and observations displayed in the area encourage children to revisit their experiences and talk about what they have learned. Children have made rosemary bread from the herbs they have grown, which helps them to try new foods and experience new tastes.

Children enjoy trying new foods and parents report that their children are now eating a wider variety of healthy food at home. They have nutritious meals from the school during term time and make choices of what they would like to eat during school holidays. Staff hygienically prepare food and wear gloves and aprons, keeping children safe. Staff ensure children's dietary requirements are well met and link closely with parents and the school to ensure children's health needs are met. Staff support children in learning about simple personal hygiene well. For example, they support children in washing their own hands before eating and after going to the toilet. Staff consistently take all opportunities to support children to develop their independence skills. For example, at meal times children play an active role in collecting their own cups and plates and pouring their own drinks. They chose their own knife and learn how to use it safely to spread the soft cheese on their crackers. Children's intimate care needs are very well supported by sensitive, caring staff. This effectively promotes children's emotional well-being.

Transitions for children from the nursery to school and other settings are highly effectively managed due to close partnership working, including passing on detailed information about children's progress. Routines, such as small group times and serving themselves at mealtimes, familiarise children with the routines they will experience in school. Staff regularly meet with the teacher from the school nursery to discuss children's developmental progress and their care needs. As a result, children from the nursery are well prepared for the changes because they have support from familiar adults when the time comes for them to move on. The nursery work in partnership with parents at these times, which means both parents and children are reassured at times of change, which enhances children's emotional well-being. This means children's needs are quickly identified and exceptionally well met through excellent partnerships between the nursery, parents and external agencies.

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 very well met throughout the nursery as the manager has a clear understanding of her responsibilities in meeting these. Children are well protected in the nursery because staff have completed safeguarding training and have a good knowledge of the safeguarding procedures. They understand the policies and procedures for safeguarding children and are diligent and clear regarding their roles and responsibilities to ensure children are protected. For example, staff are aware of who to contact should they have a safeguarding concern about a child in their care. Staff deploy themselves effectively to ensure adult to child ratios are maintained efficiently both indoors and outdoors. Detailed records of visitors are maintained and a register of the children's attendance is in place. Risk assessments are carried out to ensure children are kept safe on the premises and for individual incidents where necessary, such as assessing risks to

children who have additional care needs. Daily checks ensure the environment is clean, well maintained and safe for children to use. All staff hold current paediatric first aid certificates, which means that they can give suitable treatment if there is an accident to a child. Procedures in place for the administering of medicines to children meet the legal requirements of the Statutory framework for the Early Years Foundation Stage and are implemented appropriately. Consequently, children stay safe as the environment, equipment and activities are safe and suitable for children. Staff supervise children well and are alert in ensuring that children stay safe. For example, doors are secure and only authorised persons enter the building. Children are kept safe because recruitment and selection procedures for vetting and assessing the suitability of staff are robust and implemented. This is followed by in-depth induction for all new staff to ensure they are up to speed with current requirements and good practice. As a result, children are cared for and supported very effectively in their learning.

The manager demonstrates a good understanding of their role in meeting the learning and development requirements of the Early Years Foundation Stage. She effectively monitors the educational programmes and children's learning. This is evident as children have access to a broad range of experiences and activities within the nursery that cover all seven areas of learning and, as a result, they make good progress. There is a tracking procedure in place to support the identification of some gaps in development for individual children as well as particular groups. An effective programme of professional development has been well established to help staff further improve their knowledge, understanding and practice. The manager carries out observations of staffs' practice and outcomes are discussed at regular supervisions. This helps staff to reflect on and evaluate their own practice and training needs are identified. Staff undertake statutory training, such as safeguarding and paediatric first aid. This means children's emotional and health needs are effectively met. The manager is the Early Years Professional and successfully models good practice. This ensures all staff are clear on their roles and responsibilities within the learning environment. Staff share best practice information from training courses with each other and are well supported to plan effective activities and experiences to help children make good progress in their learning. They meet regularly as a team to discuss aspects of the nursery, educational programmes, share ideas and views. This helps to promote consistency in their approach and ongoing improvements. There is a commitment to monitoring the quality of the service through reflective practice and to continually improving this. For example, the manager regularly checks children's developmental records to ensure the educational programmes successfully cover all areas of learning. If any gaps are identified, these are discussed with staff and action is taken to address them. The manager and staff undertake effective self-evaluative practice, which highlights strengths and areas to improve in the nursery. The manager is committed to driving improvement and values the importance of seeking suggestions and ideas from staff children and parents. This demonstrates that the nursery has a good capacity to maintain continuous improvement through the effective self-evaluation process.

Very good relationships with other professionals are firmly established and contribute well to supporting children's learning and welfare needs. These well-established partnerships with relevant professionals ensure any children falling below their expected level of achievement are fully supported. Children with special educational needs and/or disabilities are very well supported. Where appropriate, outside professional help is sought

to ensure all children are included and aided to achieve to their full potential. For example, the nursery has contacted the speech and language team to support staff with strategies to help children. As a result, all children progress well in relation to their individual needs and starting points. Support is received from the local authority which further strengthens the staff team. The nursery effectively demonstrates an 'open-door' partnership with parents, in order to maintain high standards of care and learning, through listening to their views. Parents spoken to praise the nursery highly for its supportive approach and the good progress their children make while there. Parents comment that staff are sensitive to their children's needs and as a result, procedures in place to promote their well-being during transitions are highly effective.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY469571
Local authority	Middlesbrough
Inspection number	935016
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	46
Name of provider	Rosedene Nurseries Limited
Date of previous inspection	not applicable
Telephone number	01642 835017

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Type of provision

For the purposes of this inspection the following definitions apply:

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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