

Redlands Day Nursery

4 Kirkleatham Street, Redcar, Cleveland, TS10 1RE



Inspection date

24 July 2015

Previous inspection date

31 March 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. Staff do not consistently use the information gained from their observations of children's learning to support future planning.
- The procedure regarding the safe use of mobile phones and cameras was not easily accessible and available at the time of inspection.
- Staff do not always use effective questioning techniques to help children extend their thinking skills.
- Younger children sometimes become distracted because staff have not fully considered their needs when planning group time in the baby room.
- Occasionally, staff do not make effective use of daily routines and creative activities to develop children's independence skills and ability to make choices.

It has the following strengths

- Staff support children who speak English as an additional language appropriately. They work closely with parents, external agencies and other professionals to ensure their individual needs are met.
- Children have a good understanding of how to keep themselves safe, because staff involve them in safety routines and support them to take part in challenging physical activities safely.
- Staff have developed good links with local primary schools. They share relevant information with teachers to ensure children are well prepared for their future move.
- The manager uses self-evaluation to reflect on daily practice. She works with the local authority advisor to address areas for development which shows a commitment to continuous improvement.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use the information gained from observations to plan experiences which promote children's next steps in their learning to help them make the best possible progress
- ensure that the safeguarding procedures include the safe and appropriate use of mobile phones and cameras in the setting.

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

- enhance children's thinking skills by making the most of appropriate opportunities to question children skilfully during their activities and by allowing enough time for them to respond
- review the group time arrangements in the baby room to ensure younger children can fully participate in age-appropriate and stimulating activities
- extend opportunities for children to develop their independence skills and enable them to make their own choices.

Inspection activities

- The inspector viewed all areas accessed by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the nursery.
- The inspector carried out an interview with the manager, and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The manager and staff are qualified and have attended relevant training. This means they have a sound knowledge of the requirements of the Early Years Foundation Stage. Children are gaining some of the necessary skills needed for the next stage in their learning at school. Staff provide some exciting activities. Older children show concentration and motivation as they engage in imaginary play. Staff regularly observe and assess children to identify their next steps in learning. However, this information is not consistently used effectively to plan future learning opportunities for children. In addition, group-time activities in the baby room are less well matched to children's age and stage of development so they become easily distracted. This means children do not always make good progress from their starting points. That said, nearly all children are within the typical range of development for their age. Staff ensure parents are kept informed about their children's achievements so they can continue their learning at home. Children's communication and language skills are generally supported because staff interact well with them and engage in discussions during their play. However, occasionally, staff miss opportunities to question children skilfully and ensure they have enough time to respond to develop their thinking skills further.

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

Staff implement an effective key-person system which helps children to form secure attachments and develop positive relationships. This means children's well-being is effectively promoted because they are clearly happy, settled and content within their surroundings. Staff ensure healthy lifestyles are well promoted. Children have numerous opportunities to participate in physical play, follow clear hygiene practices and are provided with a wide range of nutritious meals. However, children have fewer opportunities to develop their independence skills during everyday routines. In addition, children are not always able to make their own choices or express their own ideas during creative activities. Staff manage children's behaviour well, which means children know what is expected of them. Regular praise and encouragement by staff help to enhance children's confidence and self-esteem.

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

On the day of inspection, the procedure regarding the safe use of mobile phones and cameras was not easily accessible and available. Although this is a breach of statutory requirements, this does not have a significant impact on children's safety and well-being. The manager and staff have a clear understanding of how to safeguard children. They confidently discuss the procedures to follow if they have any concerns and are aware of possible signs and symptoms of abuse. Staff are supported to further their professional development as they attend annual appraisals and regular team meetings.

Setting details

Unique reference number	508415
Local authority	Redcar & Cleveland
Inspection number	869354
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 6
Total number of places	24
Number of children on roll	34
Name of provider	Janet Kidd
Date of previous inspection	31 March 2011
Telephone number	01642485662

Redlands Day Nursery was registered in 1994. The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday from 8am until 6pm, for 51 weeks of the year. The nursery receives funding for the provision of early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language.

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