

Rosedene Saltburn

Saltburn Children Centre, Marske Mill Lane, Saltburn-By-The-Sea, Cleveland, TS12 1HJ



Inspection date	12 August 2015
Previous inspection date	5 January 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
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		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children consistently make good progress in relation to their starting points. They enjoy the range of activities the nursery provides to help them learn and develop. Staff support children well in developing the necessary skills in readiness for school. Children show a positive attitude to learning.
- Behaviour is good. Children are learning to become independent, take turns and play together, with guidance from adults. Staff have very warm and secure relationships with children.
- Staff promote a healthy lifestyle for children. They ensure that children follow appropriate hygiene routines, enjoy healthy and nutritious snacks and meals and benefit from daily outdoor play.
- Staff are knowledgeable about the procedures to follow should a concern about children's safeguarding arise.
- Partnerships with parents are strong and effective in supporting children's learning and development. Children settle quickly and well and feel a sense of belonging in the nursery. Parents are very positive about their children's care, learning and development.
- Managers identify clear priorities for improvement, including staff training needs. The well-qualified staff contribute to the self-evaluation process, which also takes into account the views of parents.

It is not yet outstanding because:

- Staff do not always plan and organise the use of the outdoor environment highly effectively.
- The good partnership working established with some nurseries and schools is not as strongly embedded across all early years providers that children also attend.

What the setting needs to do to improve further

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

- improve the planning and organisation of the outdoor environment
- ensure that partnership and information sharing are equally promoted with all early years providers and schools that children also attend.

Inspection activities

- The inspector completed a tour of the setting with the manager.
- The inspector observed teaching and the impact on children's learning, both indoors and outside.
- The inspector spoke to the management team, members of staff and children at appropriate times during the inspection.
- The inspector took into account the views of parents spoken to on the day of inspection and from questionnaires.
- The inspector looked at children's records, planning documentation, evidence of the suitability and qualifications of staff working in the nursery and a range of other documentation, including policies and procedures.

Inspector

Cathryn Clarricoates

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Teaching is good. The well-qualified staff use their knowledge well to promote children's learning and development. They skilfully use questioning to support the development of children's good communication and language skills. Staff complete accurate observations of what children can do. They use these observations to identify what children need to learn next. Regular exchanges of information about children's achievements and parents' contributions to assessments help to ensure children's learning is continued at home. Children have good opportunities to make independent choices and follow their own interests in the play areas indoors. They are confident and engage enthusiastically in a wide range of activities. However, staff do not always enable children, particularly those who learn best outside, to explore a wide range of learning opportunities outdoors.

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

Children form close relationships with staff and strong friendships with each other. Settling-in procedures are flexible and are adapted to meet individual children's needs. Staff give children praise throughout their play. They encourage children to develop their independence skills in readiness for the next stage of their learning. This helps to promote children's confidence and self-esteem. All staff provide positive role models. They remind children to be kind, share equipment and take turns. Children's behaviour is consistently good. Staff support children to develop an understanding of healthy lifestyles. Children enjoy fresh air and physical exercise in the outdoor play areas. Staff provide children with a range of healthy snacks, meals and continuous access to drinking water. Parents are very positive about the care their children receive.

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

Managers demonstrate a very good understanding of the requirements of the Early Years Foundation Stage. A robust recruitment procedure is in place. This helps to ensure that all children are cared for by suitable adults. A thorough induction programme is completed. All staff have secure knowledge of the safeguarding policies and what to do should they have concerns about a child's welfare. They benefit from regular updates on first aid, food hygiene and safeguarding training. Staff are supported through regular observations of their teaching and through supervision. This helps to identify appropriate training opportunities to enhance their practice even further. Good practice in teaching is shared across the team. Managers complete thorough self-evaluation processes. They take into account the views of parents, other professionals, children and staff when identifying priorities for continuous improvements to the provision. The manager supports staff in tracking the progress of individuals and groups of children, and in identifying and addressing any support needs. The nursery exchanges quality two-way information with some early years providers; however, this is not yet extended to all of the nurseries and schools attended by children.

Setting details

Unique reference number	EY337621
Local authority	Redcar & Cleveland
Inspection number	862735
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	75
Number of children on roll	151
Name of provider	Rosedene Nurseries Limited
Date of previous inspection	5 January 2011
Telephone number	01287 626180

The nursery was registered in 2006 and employs 20 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children, and out-of-school care for three- to eleven-year-old children.

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