

# Redlands Day Nursery

4 Kirkleatham Street, Redcar, Cleveland, TS10 1RE



## Inspection date

6 July 2016

Previous inspection date

24 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The ability of the manager to accurately identify the quality of practice across the nursery is a strength. Since the last inspection, leaders have successfully embedded systems to better support and promote effective teaching.
- Children of all ages show high levels of engagement in their play and enjoy exploring their environment. Staff know the children well and understand what sparks their curiosity. This enables staff to plan a range of purposeful activities, ensuring children progress in their learning.
- Staff encourage children to develop an understanding of the world around them. Displays reflect positively the diversity of the community in which children live.
- Older children enjoy spending time in small groups. They sing songs and enjoy action rhymes. They are learning to take turns and enjoy each other's company. Achievements are celebrated and children respond positively to this praise, growing in confidence.

### It is not yet outstanding because:

- Existing systems for self-evaluation and action planning do not support leaders and staff to fully understand how to achieve the outstanding standards they are working towards.
- Peer observations to assess the quality of teaching are relatively new. Time is needed to ensure these are used regularly across the nursery in order to improve the quality and impact of teaching further.

## What the setting needs to do to improve further

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

- embed systems for supervision to ensure that staff receive the individualised support and training they need to reflect on and improve the quality of their teaching practice further
- ensure identified areas for development are always robustly planned for, and improvements stringently monitored, to support leaders and staff to achieve their goal of becoming an outstanding setting.

### Inspection activities

- The inspector observed activities in the main playrooms as well as the outside play area.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

### Inspector

Jayne Utting HMI

## Inspection findings

### Effectiveness of the leadership and management is good

Staff are well qualified and supported to develop their knowledge and qualifications further. This has a positive impact on practice. The arrangements for safeguarding are effective. Leaders ensure child protection is a priority across the setting, including reviewing and improving policies and procedures. Staff are trained and regularly monitored to ensure they know how to identify children who may be at risk of harm. Priorities identified through the nursery's self evaluation are accurate and take into account the views of staff and parents. However, the use of available data as part of this process requires some further refinement in order to improve practice at a faster rate. In particular, information about the progress of target groups across different areas of the curriculum is not used to inform on-going planning and to monitor impact. Regular supervision meetings support all staff to understand their roles and responsibilities and ensure any underperformance is swiftly tackled.

### Quality of teaching, learning and assessment is good

Staff have created an engaging and interesting environment, both indoors and out. They monitor what children already know and can do and plan suitably challenging activities to support their development further. As a result, children enjoy their time at the nursery and are progressing well. Children learn about the world around them. They love watching the caterpillars turn into butterflies, delighting as they set them free in the nursery garden. Staff extend this activity well, introducing new vocabulary and using books to develop children's knowledge of how butterflies feed. Younger children love to play musical bells. Staff extend their language skills well as they repeat back single words. Children who require additional support are identified and supported well. This means any gaps in development are closing quickly. Parents are very happy with the support they receive.

### Personal development, behaviour and welfare are good

Children's emotional well-being is supported well. Staff provide a warm, homely environment, particularly in the baby room. Babies enjoy singing together. They use actions as they sing familiar songs. Staff use these activities well to encourage quieter children to join in with their friends; to good effect. Staff have a positive approach to recognising and celebrating good behaviour. Children enjoy serving themselves at mealtimes and are willing to tidy up after activities. Children's care routines are understood by staff and well met. Physical activities and exercise are well promoted throughout the day. Trips to explore the local community are frequent and children are learning that exercise can be fun as a result.

### Outcomes for children are good

All children are progressing well, particularly in their communication and language. They enjoy playing outside, chatting together about what they are doing; using conversation to solve problems together. For example, a group of boys discuss what to make with the vegetables they have chosen. Children show an eager disposition towards learning and are motivated and enthusiastic learners. Older children in particular are confident. They are developing their independence well, ready for their move onto school.

## Setting details

<b>Unique reference number</b>	508415
<b>Local authority</b>	Redcar & Cleveland
<b>Inspection number</b>	1031739
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 6
<b>Total number of places</b>	24
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Janet Kidd
<b>Registered person unique reference number</b>	RP902987
<b>Date of previous inspection</b>	24 July 2015
<b>Telephone number</b>	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 3 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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