

# Rosedene Durham Lane

Durham Lane Primary School, Amberley Way, Eaglescliffe, STOCKTON-ON-TEES,  
Cleveland, TS16 0NG



<b>Inspection date</b>	19 October 2016
Previous inspection date	2 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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		Not applicable	

## Summary of key findings for parents

### This provision is good

- Staff have established strong links with the host primary school. They work in partnership with teachers to ensure a complementary approach to children's experiences. The management team regularly meets with the headteacher to discuss future plans for the setting.
- Children fully understand how to keep themselves and others safe. They are supported by staff to complete their own risk assessments to identify and minimise potential hazards in their activities.
- Staff are qualified and continue to deliver the learning and development requirements. This helps all children to progress and gain a wide range of skills to support their future learning.
- Children's understanding of the world is effectively promoted. They learn about culture and diversity as they explore a selection of festivals from around the world.
- Staff create a welcoming and friendly atmosphere, where children form secure and emotional attachments with their peers. This supports children's well-being successfully.

### It is not yet outstanding because:

- Staff do not always obtain as much detailed information as they can from parents about their children's skills and interests at the start of the placement.
- Occasionally, children have to wait too long for individual support from staff during daily routines.

## What the setting needs to do to improve further

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

- strengthen ways in which parents share information about their children's interests on entry to the setting
- provide children with swift access to adult support if required during daily routines.

### Inspection activities

- The inspector viewed all areas of the setting accessed by children.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for children and spoke to staff members in the setting.
- The inspector carried out an interview with the manager and operations manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of 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

### Effectiveness of the leadership and management is good

The management team shows a commitment to the professional development of staff to ensure they continually keep their understanding up to date. Staff participate in supervision meetings and share ideas and suggestions with staff members working at the other settings in the company. In addition, staff have developed relationships with the local authority and other professionals to enable them to meet children's needs. The management team strives to drive forward improvements and uses self-evaluation systems to reflect on the quality of the provision. The manager and staff monitor and evaluate children's activities to enable them to enhance future opportunities. The arrangements for safeguarding are effective. Staff have a good knowledge of child protection procedures and are aware of possible signs and symptoms of abuse and neglect. Staff implement a wide range of written policies and procedures, including how to appropriately respond to children following a minor accident or incident. This helps to promote children's safety and welfare.

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

Parents receive daily feedback from staff about their children's activities and care routines. They are kept informed and are very happy with the service on offer. Parents make comments, such as, 'I only have positive comments to make about the setting' and, 'Staff are supportive and helpful and work well with my child's teacher'. Staff provide children with a good variety of fun and interesting learning experiences. For example, younger children express their own ideas and creativity as they use play dough to make different shapes and patterns. Staff talk to children during their play, ask effective questions and encourage them to think and respond for themselves. This helps to support children's communication and language development. Older children extend their technology skills while they easily use the computer to operate games and programs. Staff encourage children to be independent and to enhance their problem-solving skills. For instance, they work together to make dens using a selection of materials and fabric.

### Personal development, behaviour and welfare are good

Children are happy and thoroughly enjoy their time at the setting. They have developed a good sense of belonging in their surroundings, are comfortable and feel valued by staff. Children confidently talk about their day at school and are respectful and listen to their friends. Younger children have settled well and are starting to become familiar with the environment. Staff frequently reinforce boundaries and expectations to children, which support them to behave well. Children of all ages play cooperatively together and take responsibility for completing small tasks. For example, they self-select their own resources and prepare their own food at snack time. Staff effectively promote healthy lifestyles. Children are provided with a variety of healthy and nutritious snacks, have access to drinking water during the session and follow clear hygiene practices. They also have good opportunities to be active and energetic and thoroughly enjoy playing games and sports activities in the outdoor area.

## Setting details

<b>Unique reference number</b>	EY445809
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	1060166
<b>Type of provision</b>	Out of school 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>	4 - 11
<b>Total number of places</b>	48
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Rosedene Nurseries Limited
<b>Registered person unique reference number</b>	RP901400
<b>Date of previous inspection</b>	2 October 2012
<b>Telephone number</b>	07538 556283

Rosedene Durham Lane was registered in 2012. The setting employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, from 8am until 9am and from 3.15pm until 6pm, during school term time.

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