

# Rosedene Guisborough

66a Hutton Lane, Guisborough, Cleveland, TS14 6QP



<b>Inspection date</b>	11 January 2017
Previous inspection date	7 January 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Teaching is inspiring. Staff have an excellent understanding of the areas of development and how children learn. They plan activities that enthuse children, are appropriately challenging and support their learning and development remarkably well.
- Staff closely analyse the progress made by individual and groups of children. They use their findings to closely focus and differentiate their teaching to meet the individual learning needs of children. This contributes to the excellent progress children make in all areas of development.
- Partnerships with parents are well established and highly effective. Parents are very much involved and receive a wealth of information about their children's learning and progress. They work closely with staff to support children's continued achievements at home.
- Children are very happy and extremely confident in this nursery. Staff lavish them with attention, praise and encouragement. Children develop very high levels of self-esteem and great pride in their achievements.
- Staff's interactions with children are notably skilful. They diligently support children to extend their language, which contributes to their excellent communication skills.
- Children are consistently engaged in meaningful play. They are extremely curious and they concentrate and persevere at activities. They demonstrate an exceptionally positive attitude to learning that helps to prepare them very well for later, more formal learning.
- Managers have very high expectations and the arrangements for the support and supervision of staff are robust. They use a wide range of methods to support staff to build on their already excellent qualifications and skills. Individual staff development plans are closely focussed on improving teaching skills and outcomes for children.

## What the setting needs to do to improve further

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

- review the impact of the planned enhancements to the learning environment.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the management team. She looked at relevant documentation and evidence of the suitability checks carried out on staff working in the nursery.
- The inspector spoke to a number of parents and looked at written feedback from them during the inspection and took account of their views.

### Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Managers have a deep commitment to continuous improvement. They involve staff, parents, children and other professionals in highly detailed evaluations of all aspects of practice. They prepare focused action plans which are swiftly addressed. At present, they are considering ways to enhance the learning environment and further improve outcomes for children. Arrangements for safeguarding are effective. Staff are extremely vigilant and have excellent knowledge of what to do if they have a concern about the welfare of a child. Staff have established highly effective partnerships with professionals and other settings that children attend. They share detailed information about children's needs. This helps to provide a very consistent approach to supporting children's continued progress.

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

Staff have extensive knowledge of the individual needs of children. They make highly accurate observations of children at play and use their findings to plan meticulously for their continued learning. Exciting activities are tailored to build on what children already know and can do. For example, children's developing literacy skills are extremely well promoted as they hunt for a well-known story character in the garden. They show delight as they move through mud, snow and long grass, recalling parts of the story and joining in with familiar phrases. Staff use innovative ways to engage children in their learning, based on their interests and preferred learning styles. For example, a group of boys learn to count and compare quantities as they use a remote-control crane to transport objects.

### Personal development, behaviour and welfare are outstanding

Staff manage children's behaviour extremely well. Their consistent approach is sensitive to the understanding of individual children. Children respond positively and their behaviour is exemplary. Children show remarkable independence skills. Staff encourage them to attempt tasks by themselves and to persevere from an early age. Staff do not intervene as toddlers struggle to move sand from place to place, and they keep trying until they find a way that works. Children have impressive knowledge of healthy lifestyles and as they talk about the benefits of the nutritious meals they eat. They benefit from plenty of exercise as they take part in dance classes and play outdoors. Excellent procedures help children to become emotionally well prepared for their eventual move on to school.

### Outcomes for children are outstanding

Children make rapid progress in their learning. Most are working within the range of development typical for their age and many exceed this. Children who need support to develop key skills are swiftly identified and catch up quickly. Children benefit greatly from an environment rich in words and numbers. They engage in routines that help to extend their skills. For example, they write their name on the dated attendance board as they arrive. This helps them to develop strong key skills in literacy and mathematics, preparing them extremely well for later learning in school. Children work collaboratively with each other on chosen tasks. They share ideas, listen to others and work together to solve problems.

## Setting details

<b>Unique reference number</b>	EY242578
<b>Local authority</b>	Redcar & Cleveland
<b>Inspection number</b>	1064360
<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 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Rosedene Nurseries Limited
<b>Registered person unique reference number</b>	RP901400
<b>Date of previous inspection</b>	7 January 2013
<b>Telephone number</b>	01287 635111

Rosedene Guisborough was registered in 2003. The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

