

Rosedene Kader

Kader Academy, Staindrop Drive, Middlesbrough, Cleveland, TS5 8NU



Inspection date	20 November 2017
Previous inspection date	20 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2

Summary of key findings for parents

This provision is good

- Staff are well qualified. The quality of their teaching is good. Overall, staff use their skills and knowledge of how children learn to plan interesting activities that help children to make good progress.
- Partnerships with the host school are strong. Effective information sharing arrangements ensure children's learning is complemented when they attend both settings.
- Regular opportunities, such as daily conversations and reviews, ensure parents are kept well informed of the progress their children are making.
- Staff are supported well, through ongoing training and supervisory meetings, to improve the effectiveness of their teaching.
- Children's behaviour is good. Staff help them to understanding age-appropriate boundaries and expectations in all areas of the setting.

It is not yet outstanding because:

- Arrangements for sharing children's assessment information between staff are not highly effective. Staff supporting children, other than those in their key group, are not always fully aware of what children need to learn next to promote their achievements to the highest level.
- Some activities provided for younger children are not precisely focused on their stage of development and level of understanding.

What the setting needs to do to improve further

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

- strengthen arrangements for sharing children's assessment information between staff to ensure their learning is consistently built upon, to promote children's achievements to the highest level
- support staff to consistently provide activities that are finely tuned to younger children's age and stage of development.

Inspection activities

- 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 setting manager.
- The inspector held a meeting with the manager and operational manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Nicola Jones

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have good knowledge of child protection issues and know what action to take if they are concerned about a child's welfare. Access to regular training ensures their knowledge is kept continually up to date. For example, staff have developed skills in identifying children who may be at risk of exposure to extreme views, and know what to do if they are identified. The manager maintains a good overview of educational activities, overall. This ensures most activities provided reflect children's current stage of development and interests. Effective systems are in place to review children's progress. This helps to identify any children who may require additional support from external agencies, if appropriate, to meet their individual needs. Data is used well to identify where improvements to practice can be made to support children's outcomes.

Quality of teaching, learning and assessment is good

Staff make ongoing assessments of children's learning as they play. Staff use effective strategies, such as questioning, to support children to develop the skills they need to learn next. For example, when children engage in creative activities where they paint onto bubble wrap, staff encourage them to explore colour mixing. They ask children questions, such as 'What will happen if you mix the two colours together?'. Children respond well and enjoy finding out how colours can be changed. Support for children to develop their mathematical skills is good. Staff sit alongside children when they use resources, such as play dough. They encourage children to count and find out how many legs they have put on the spider that they have made.

Personal development, behaviour and welfare are good

Children show good levels of confidence and motivation as they explore the learning environment, indoors and outdoors. Staff provide good levels of support, praising their efforts and encouraging them to explore new activities. Good quality information is gathered from parents when children first start attending. Parents comment that information about children's medical requirements or individual learning needs is managed sensitively, and children receive the help and support they need. Parents appreciate the high-quality communication they have with staff to support their children's needs. Very good opportunities are provided for children who prefer to learn outdoors, where they benefit from playing in the fresh air. Staff set up stimulating areas outside to extend children's learning.

Outcomes for children are good

Children make good progress in their learning. Children develop a good range of skills that prepares them well, in readiness for their move on to school. Younger children use felt-tip pens to draw circles. They show good levels of concentration and begin to develop confidence in their abilities. Older children show an interest in using technology, such as cameras and know how to take pictures by pressing the correct button.

Setting details

Unique reference number	EY469571
Local authority	Middlesbrough
Inspection number	1102799
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	36
Number of children on roll	45
Name of registered person	Rosedene Nurseries Limited
Registered person unique reference number	RP901400
Date of previous inspection	20 February 2014
Telephone number	01642 835017

Rosedene Kader registered in 2013. The setting employs six members of childcare staff. All staff hold appropriate early years qualifications at level 3, including the manager who also holds early years professional status. The setting opens from Monday to Friday, term time only. Sessions are from 7.45am until 5.45pm. The setting provides funded early education for two-, three- and four-year-old children.

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