

# Redlands Day Nursery

4 Kirkleatham Street, Redcar, Cleveland TS10 1RE



<b>Inspection date</b>	22 July 2019
Previous inspection date	6 July 2016

<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 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 well-qualified staff team has access to effective performance management systems, such as appraisals and peer observations, to help to identify any specific training needs. The management team actively encourages staff to continue their professional development to raise the overall quality of teaching.
- Children develop good communication and language skills. Staff provide a running commentary as children play, use descriptive language and support their listening and attention during group activities.
- Interactions between staff and children are positive. Children continually extend their personal, social and emotional skills. They clearly feel safe and secure in the nursery.
- Children gain necessary aptitudes for their eventual move onto nursery and school. They are eager to take part in a wide variety of motivating activities and are willing to have a go.
- The management team implements thorough induction arrangements. This helps to make sure new staff, including apprentices, are well informed about daily routines and expectations.
- Even though staff regularly observe and assess children, they do not effectively use this information to consistently support younger children to make even better progress in the specific areas of learning.
- Although parents are kept updated about their children's day at nursery, the management team and staff are not fully successful in engaging them to share ongoing details about their children's abilities at home in order to create a joint approach to their learning.

## What the setting needs to do to improve further

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

- make more effective use of information gained from younger children's observations and assessments to promote greater progress in the specific areas of learning
- enhance ways to encourage parents to successfully contribute ongoing information about their children's learning and development at home.

### Inspection activities

- The inspector viewed all areas of the nursery accessed by children and observed play and learning opportunities.
- The inspector carried out a joint observation with the deputy manager and spoke to staff members in the nursery.
- The inspector carried out an interview with the management team and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection and through written feedback.

**Inspector**  
Rachel Enright

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a good awareness of how to safeguard children. They fully understand their responsibility to report child protection concerns. Staff frequently reinforce safety boundaries to children and make sure the environment is clean and tidy for them to play and learn. Children's accidents and incidents are regularly evaluated to highlight any patterns and to take appropriate action to prevent future occurrences. The management team has a clear vision for the nursery and strives for continuous improvement. They work closely with their local authority adviser to make sure all legal requirements are fully met. Staff reflect on and evaluate children's play areas to recognise what is working well and what changes could be made to enhance future practice.

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

Overall, staff are knowledgeable about their key children and their individual preferences. They support children to make their own independent choices in their play and learning. For example, older children express an interest in developing their technology skills as they capably use the tablet computer to access educational games. Staff successfully promote children's physical development. Younger children use simple tools and equipment while they play with malleable dough. Older children thoroughly enjoy taking part in outings in the local community to extend their risk taking and to learn about the natural environment in which they live.

### Personal development, behaviour and welfare are good

Staff manage children's individual care needs well in relation to nappy-changing procedures and sleep routines. Children happily seek out cuddles and comfort from staff when required. They form close and nurturing relationships with their peers. Staff develop good links with other early years settings that children attend to establish consistency in care and learning. Children's behaviour is very good. They learn to share and take turns with toys and resources and follow simple rules. Staff support children to follow effective hygiene practices, including handwashing procedures. Children are offered a wide range of nutritious meals and snacks to contribute to their awareness of healthy lifestyles.

### Outcomes for children are good

All children make good progress from their starting points. For instance, they build their thinking and problem-solving skills as they respond well to effective questions posed by staff. Younger children display curiosity and inquisitiveness as they explore sensory media, such as dessert mousse. They enjoy investigating different textures and materials. Older children develop good literacy skills. They demonstrate enthusiasm while participating in story time and competently recall various parts of the book.

## Setting details

<b>Unique reference number</b>	508415
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	10072961
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Kidd, Janet
<b>Registered person unique reference number</b>	RP902987
<b>Date of previous inspection</b>	6 July 2016
<b>Telephone number</b>	01642485662

Redlands Day Nursery registered in 1994. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above, including the deputy manager who holds an early years qualification at level 6. 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.

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