

Inspection of Rosedene Saltburn

Saltburn Children Centre, Marske Mill Lane, Saltburn-By-The-Sea, Cleveland TS12 1HJ

Inspection date: 21 November 2019

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children are highly curious learners. They confidently move around the well-planned areas in the setting. Children easily make decisions about what they want to explore and how they want to use the resources. For example, they make stepping stones to count and carry sticks from one area to another. Children are very successfully engaged in their learning. Staff at all levels have very high expectations for all children. They regularly review and change resources to link in with what children need to learn next. For example, staff provide crayons for babies to see how they hold a pencil.

The managers have developed strong links in the local community, such as with a local care home. Children visit each week and learn about the importance of building relationships with others. This is especially beneficial for those children who live far distances away from their extended family, to help them develop bonds with older people. Children are happy and safe. They clearly have very strong bonds with familiar staff, who they confidently approach when they feel upset or worried. Overall, children behave very well. They share resources and will comfort each other. Older children are starting to learn how to work together to achieve an outcome and they readily talk about their ideas.

What does the early years setting do well and what does it need to do better?

- The managers and staff have implemented the curiosity approach, which provides lots of natural resources and pieces for children to explore. Staff very competently extend children's learning. They ask questions and pose problems for children to work out how they can solve these. For example, staff encourage children to think about how they can carry resources with lots of pieces outside together.
- Children are provided with a high-quality education that helps them make good progress. They gain high levels of knowledge and skills across all areas of learning. Regular sessions to the forest school and beach school give children who learn best outside a wealth of opportunities to explore the natural environment. Staff find that this is of significant benefit to children who are naturally quieter. They comment that it encourages their confidence with language and promotes their communication skills.
- Staff are highly valued at the setting. Their views and opinions are listened to by managers at all levels. Staff are involved in regular training to update their skills and knowledge, which benefits the children's welfare and learning. Leaders at all levels competently monitor how well the setting is providing a good, ambitious curriculum for each child.
- Parents are highly complimentary about the care that their children receive, and talk very proudly about the staff who care for them. There are ample

opportunities for parents to be involved in their children's learning, and staff continually update them on what their children know and can do.

- Older children are captivated as staff tell them stories. They confidently join in by telling staff what will happen next and use their own ideas about what the 'Big Bad Wolf' will do. Older children love playing 'What's the time, Mr Wolf?', as they shriek with excitement when they chase staff around the garden path.
- Younger children happily join in with familiar action rhymes before lunch. Staff respect their ideas as children choose which songs to sing. However, a lack of organisation at lunchtime in the toddler room results in children becoming bored and distracted. Some children find it hard to manage their behaviour without support.
- Children easily take care of their own personal needs. For example, even younger children come in from the garden and take off their coats by themselves.
- Planned activities provide a range of opportunities for children to learn about people who are different from themselves. Visitors come into the setting and show children how to dress in saris. However, there are less opportunities for children to explore diversity in their everyday play.
- Leaders and managers have worked hard since the last inspection to develop good relationships with all other settings that children attend. This helps to extend and continue children's learning. Well-thought-out action plans ensure that managers and staff are continually improving the already good practice.
- Consideration is given to how children can learn to take care of the environment. For example, children are taught about the importance of recycling.

Safeguarding

The arrangements for safeguarding are effective.

Staff show a good awareness of what they need to do if they have a concern about a child. They know how to report any concerns about any adults working with children. Staff take part in regular safeguarding training to ensure that they are competent and their knowledge is updated. Regular checks on the premises and equipment are completed by staff. This helps to make sure that the children and the environment are safe, and any issues during the day are dealt with swiftly.

What does the setting need to do to improve?

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

- consider the organisation of the lunchtime routine for younger children so that this is a sociable and enjoyable time for all and children are supported in their behaviour
- develop the experiences to support children to learn about people who are different from themselves during their play.

Setting details

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| Unique reference number | EY337621 |
| Local authority | Redcar and Cleveland |
| Inspection number | 10071844 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 0 to 11 |
| Total number of places | 54 |
| Number of children on roll | 114 |
| Name of registered person | Rosedene Nurseries Limited |
| Registered person unique reference number | RP901400 |
| Telephone number | 01287 626180 |
| Date of previous inspection | 12 August 2015 |

Information about this early years setting

Rosedene Saltburn registered in 2006 and employs 20 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above. The nursery opens all year round, Monday to Friday. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Larner

Inspection activities

- The inspector, manager and operations manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the nursery's documents. This included evidence of staff's suitability and training.
- A meeting was held between the inspector, the nursery manager and the operations manager of the setting.

We carried out this inspection 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.

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