

Inspection of The Cleveland Unit, Child Development Centre

James Cook University Hospital, Marton Road, MIDDLESBROUGH, Cleveland TS4
3BW

Inspection date: 13 January 2020

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The unit provides care for children with a range of special educational needs and/or disabilities (SEND). Every child receives tailored care which meets their specific and complex medical needs. Staff have extensive knowledge of children's stages of development. They work together seamlessly to provide daily challenges and interventions. Staff are devoted to children and provide them with high-quality interactions and undivided attention. They are nurturing, caring and passionate about their work. Staff carefully consider how every activity will help to prepare children to develop the skills they will need for future learning. For example, children thoroughly enjoyed using an eye-gaze resource to choose games. Staff extended this and used it to help non-verbal children to communicate their choices in other areas of their development, building their levels of independence.

The manager and staff team are highly reflective and have daily meetings about how children's needs are met. For example, staff identified that some children needed larger equipment and a quiet space. A room was developed and dedicated for them to use. This had a positive impact on children's emotional well-being and enabled staff to focus on their learning needs even more effectively. Staff consistently support children to manage their behaviour, feelings and emotions. They swiftly respond when children show signs that they are becoming distressed and teach them specific, individual support strategies. Older children begin to use the strategies independently and show an understanding of how to use the sensory rooms to calm themselves before re-joining the group.

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

- Staff support children to reach their fullest potential and demonstrate the highest levels of commitment and dedication for every child. Children thrive in the unit and staff work exceptionally hard to find ways to help them to learn even more. For example, staff have enhanced the garden to help children with limited mobility to become more physically active outdoors. This had a huge impact on children's progress and they are now able to walk around the garden and explore independently.
- Staff consistently consider how they can help children to develop the skills they need for their future. For example, staff developed a snack activity specifically to help children develop their communication. They gently encouraged children to make a choice and point to the picture of the food they would like, such as oranges and bananas. Staff extend this over time to help children make choices about their learning, such as playing with certain toy animals.
- Staff are sensitive, gentle and caring towards children. They consistently model how to be calm and kind towards others. This helps to support children's social interactions. For example, children show excitement and happiness when staff

push a hammock swing outdoors. Staff carefully observe and use this opportunity to slowly introduce another child to share the experience. This is highly effective with children who are beginning to learn how to share and be in the company of others.

- Staff develop excellent relationships with children's families and offer as much support to them as possible. For example, they provide guidance on how to manage children's routines, appointments and learning needs. They support parents to provide children with experiences of the wider world, and show them potential ways to manage when things become challenging. Staff take children to a nearby café and they visit an on-site shop to help prepare them for future special occasions or trips with their families. Parents provide highly complimentary feedback for the unit, stating how 'teachers go above and beyond for my child and never let us down'.
- The manager is inspirational to the staff team. She has exceptional levels of experience and understanding of how to meet children's complex medical needs and support children with SEND. Staff are highly qualified and access training which is specific to children's needs. For example, they are trained by medical professionals to help them administer medication, observe children's sleep behaviours and feed children using medical tube-feeding equipment.
- Staff well-being is paramount. The manager ensures they feel valued, supported and listened to. Staff work exceptionally well together and provide consistent support to each other. They show care and concern for each other and benefit from a range of opportunities to discuss their needs.
- The manager uses funding to meet the needs of the children who attend. She has researched extensively the impact of sensory support to children. The manager has sourced external training to help implement this into practice. This has had a huge impact on lowering children's levels of emotional distress and the entire unit is calmer.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team prioritise children's safety. They use home visits to help them understand children's needs before they start and complete specific risk assessments to assess if changes need to be made to their environment. Staff receive training to help them use equipment correctly and ensure children are kept safe. For example, staff carefully use the hoist to help children access their chair. The manager has extensive knowledge of every child's needs, background and family life. She ensures staff are highly vigilant in identifying and reporting any changes in children's behaviour. Staff confidently discuss the procedures for reporting concerns about children's welfare. They have developed excellent partnerships with other professionals who work with children and actively promote strong ways of working together to help meet children's individual needs.

Setting details

Unique reference number	EY277385
Local authority	Middlesbrough
Inspection number	10131569
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	60
Number of children on roll	26
Name of registered person	Middlesbrough Borough Council
Registered person unique reference number	RP900896
Telephone number	01642 854288
Date of previous inspection	16 July 2015

Information about this early years setting

The Cleveland Unit, Child Development Centre registered in 2004. The unit is within James Cook University Hospital and is for children with complex special educational needs and/or disabilities. The unit employs 24 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 3 and above, and four hold qualified teacher status, including the manager. The unit opens Monday to Friday, from 9am until 3pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

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 manager and the inspector completed a learning walk at the beginning of the inspection.
- Joint observations were completed by the manager and the inspector during planned and unplanned experiences, indoors and outdoors.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as specific risk assessments and evidence of the suitability of staff working in the nursery.
- The inspector spoke to the children and staff throughout the inspection.
- Parents provided written feedback for the inspection. The inspector took account of their views.

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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