

# Inspection of Rosedene Hemlington

Hemlington Childrens Centre, Cass House Road, Hemlington, Middlesbrough,  
Middlesbrough TS8 9EQ

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Inspection date: 9 December 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff have continued to support children's learning when they did not attend during the COVID-19 pandemic restrictions. Most children are happy and confident when they arrive. Their parents hand them into the care of familiar staff at the main entrance. Other children, who were a little less confident on their return, have attended additional sessions to help them to settle back in to nursery life.

Staff provide an effective and inclusive curriculum. All children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning. Children confidently choose from a wide range of carefully planned activities. Two-year-old children develop good creative and imaginative skills. They demonstrate this when they make 'potions' from flowers, herbs and leaves in the outdoor area. Older children work together to scoop up sand to make castles. They count and compare how many scoops they need, practising their mathematical skills and language. Babies delight in banging together pots and pans, giggling at the noises they make while staff sing to them. They enjoy looking at books and learn to turn the pages, pointing at familiar pictures.

Children behave well. At times, when they become frustrated, staff are skilled at supporting them to resolve problems and consider their friends' feelings. Children learn to be tolerant and to respect others.

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

- The manager has clear intentions of what she wants children to learn and articulates this well. Staff plan activities to appeal to children's interests, and to help them to make choices and lead their own learning. This helps children to become confident and independent learners. This is demonstrated when children decide to make a donkey with dough, rather than the suggested reindeer. Other children find their own ways to do things while exploring the various resources in nursery. For example, they use toy hair straighteners as tongs to transport items from one place to another.
- Staff deliver the curriculum generally well and their teaching is, overall, good. Staff chat to children while they play. They ask children questions, describe activities and give explanations. This helps to promote children's language development. Occasionally, however, some staff do not support children's communication skills to the highest possible levels. Some staff read books to children that are beyond their understanding. Sometimes, during care routines, staff overlook opportunities to interact with children.
- Older children access the outdoor area at all times and many children choose to spend much of their day outside. They enjoy large-physical activities, such as building with tyres and planks, and balancing on them. This helps children to

develop their strength and coordination. Staff take babies outdoors regularly. They benefit from fresh air and exercise to help promote their good health.

- Babies settle quickly into the calm and tranquil rooms and routines. Staff work closely with parents when their children first start to ensure that they mirror routines from home. This helps babies to develop a sense of familiarity in nursery, and they quickly show that they feel safe and secure in staff's care.
- Relationships with other professionals are well established and help to promote children's learning and development. This is particularly true for children with SEND. Staff welcome expert advice and guidance to support their practice. This helps staff to plan comprehensively to ensure that all children make the progress that they are capable of.
- Parents say that their children thrive in nursery. They feel very involved in their children's learning. Parents welcome a monthly 'round-up' from staff about what their children have learned. They are able to share their views and suggestions through face-to-face contact with key staff and by responding to surveys.
- Staff's well-being is a high priority. The manager regularly checks on how staff are feeling. Staff report that they feel happy and well. They say that they enjoy their jobs and their workload is manageable.
- Staff implement infection-control measures, such as the use of personal protective equipment, to help to keep children safe in nursery. However, they do not consistently share information with children about good hygiene procedures. For example, staff do not always teach the children about the importance of washing their hands before eating and after using tissues.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers ensure that all safeguarding procedures are up to date and that they are understood by all staff. Staff are trained in how to identify and respond to child abuse. They know what to do if they are worried about a child's welfare. Managers conduct robust checks on new staff to ensure that they are suitable to work with children. Staff use risk assessments to help ensure that all areas of the nursery and the activities that children take part in are safe and suitable. Staff are trained to deliver emergency first-aid treatment to children. Children's accidents are managed and recorded effectively.

## **What does the setting need to do to improve?**

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

- enhance all staff's understanding of ways to support children's communication and language development to the highest possible levels
- strengthen children's understanding of good hygiene procedures that help to promote their good health.

## Setting details

<b>Unique reference number</b>	2546942
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	10213371
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	73
<b>Number of children on roll</b>	122
<b>Name of registered person</b>	Rosedene Nurseries Limited
<b>Registered person unique reference number</b>	RP901400
<b>Telephone number</b>	01642599668
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Rosedene Hemlington registered in 2019. The nursery opens for 51 weeks of the year from 7.30am to 6pm, Monday to Friday. The nursery employs 14 childcare staff in total. Of these, 10 hold an appropriate early years qualifications at level 3 or above. The nursery receives funding to provide early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Clare Wilkins

## Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and staff, and has taken that into account in her evaluation of the setting.
- The manager showed the inspector around the nursery and talked about the curriculum.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The manager and operations manager met with the inspector to discuss the leadership and management of the setting. The inspector looked at relevant documents, including evidence of the suitability of staff.
- The inspector completed a joint observation of an activity with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and 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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