

Inspection of Rosedene Northallerton

Mount View, Standard Way Business Park, NORTHALLERTON, North Yorkshire DL6 2YD

Inspection date: 11 March 2022

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 feel happy, safe and secure in this stimulating setting. Due to the COVID-19 pandemic, staff now greet all children and their families at the nursery's main entrance. Children leave their parents and eagerly seek out exciting activities in their nursery rooms. Children's behaviour is good. Staff encourage children to build friendships with their peers. Children learn to be kind and caring. They share resources, toys and space with each other with ease.

Children demonstrate good levels of confidence and independence as they explore the various resources available to them. They have a wide range of opportunities to develop their physical skills. For instance, older children practise yoga and propel themselves around the garden on tricycles and scooters. Toddlers develop their large muscles as they paint on large pieces of material in the garden. Babies develop their core strength and coordination as they pull themselves to stand with the support of dedicated staff. Children develop their understanding of the world around them. Toddlers investigate herbs such as parsley and basil. They smell them and mix them into water in the mud kitchen. Older children go on nature walks and identify daffodils and snowdrops. Babies excitedly use all of their senses as they explore raspberries and blueberries.

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

- Staff place a strong emphasis on supporting children's communication and language skills. Children foster a love of reading. Pre-school children select their favourite stories to share with their friends. Babies and toddlers excitedly join in action songs and rhymes. Staff engage children in conversation and introduce a wide range of vocabulary. For example, staff explain to children that the teacups are 'fragile'. This helps to promote children's language development.
- There is good support for children with special educational needs and/or disabilities. The special educational needs coordinator works closely with key staff to develop children's individual learning plans. Staff work in close partnership with a range of professionals to support children to make the best possible progress.
- Partnerships with parents are good. Staff gather vital information from parents about what children know and can do when they first start at the setting. They share information about children's development and work together with parents to produce children's next steps. Parents comment that they 'could not be happier'.
- Staff promote positive behaviour with children. They give them lots of praise for their achievements, helping to raise their self-esteem. Children understand the expectations of the setting and listen to staff when they need some guidance and support. As a result, children behave well.

- The leadership team has a clear vision of what they want children to learn through their well-designed curriculum. Staff interactions with children are good. They provide children with an exciting range of activities and experiences. However, staff do not always link what they want children to learn to the activities that they provide.
- Children learn to be independent and do simple things for themselves. For example, they help pack away the toys and put on their own coats. Staff teach children good hygiene practices. Older children show high levels of independence with their self-care skills. They know to wash their hands before eating and after using the toilet.
- Leaders support staff well. They place a high priority on staff's well-being. Staff access a variety of courses to support their professional development. This has a positive impact on children's learning. Leaders evaluate the provision to identify areas to develop and share best practice with staff. Staff have regular supervision meetings to support them to carry out their role effectively. The leadership team offers a programme of training and support to enable staff to develop their leadership skills.
- Occasionally, staff focus too much on routine tasks and transitions, such as preparing for mealtimes or moving from indoors to outdoors. They do not deploy themselves effectively to support children during these times. This results in some children becoming restless.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team have a good knowledge of safeguarding issues, including the 'Prevent' duty and county lines. Staff know what to do in the event of an allegation being made against a colleague. They have a good understanding of how to identify different possible signs and symptoms of abuse and how to report concerns. The manager ensures that safe recruitment procedures are in place, so that all staff are suitable to work with children. Regular risk assessments ensure that the premises are secure at all times. Any potential hazards to children's safety are identified and minimised.

What does the setting need to do to improve?

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

- build on the staff's knowledge of curriculum intent, so they are clear what skills and knowledge they want children to gain from all experiences
- plan transition times more effectively to reduce children's waiting times and to increase their learning opportunities.

Setting details

Unique reference number	EY234473
Local authority	North Yorkshire
Inspection number	10216885
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 at time of inspection	0 to 4
Total number of places	60
Number of children on roll	121
Name of registered person	Rosedene Northallerton Limited
Registered person unique reference number	RP908980
Telephone number	01609 781755
Date of previous inspection	31 August 2016

Information about this early years setting

Rosedene Northallerton registered in 2002. The nursery employs 14 members of childcare staff. Thirteen members of staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. 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 Campbell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk, talking about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector spoke with the manager and the area manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector through written feedback.

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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