

# Inspection of Rosedene Hardwick

Hardwick Community Centre, Whessoe Road, STOCKTON-ON-TEES, Cleveland  
TS19 8LB

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Inspection date: 10 May 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children receive a warm welcome when they arrive at the nursery. They happily leave their parents and hang up their coats independently. Older children confidently find their own names at the registration table. Younger children look for their photo. Children have established strong bonds with all staff, especially their key person. This supports their emotional security because staff know the children so well. Children receive plenty of individual support from staff when they start attending nursery. This helps children to settle, as their learning and care needs are identified quickly.

Children enthusiastically choose from a wide variety of interesting activities, both indoors and outdoors. These are planned to promote children's curiosity. They show considerable concentration as they explore which objects float and sink. They demonstrate problem-solving skills as they find resources to wash vegetables they have dug from compost. Children's speech development is well supported. Staff skilfully introduce new vocabulary as children play.

Partnership with parents is a strength of the nursery. Parents like the way they are kept up to date with their child's development. They speak about the 'amazing' support they receive from nursery staff. Home learning is promoted. Children can choose books to take home from the nursery's lending library. Parents often share photos of them reading with their children.

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

- The nursery has implemented a curriculum that builds on children's interests. The manager explains they want children to have the very best experiences and start to their education. She recognises that there has been a significant impact on children's personal, social, and emotional development because of the COVID-19 pandemic. She also identifies the importance of supporting children's communication skills. These areas of learning are given high priority.
- The nursery environment is exceptionally stimulating. There is considerable attention to detail, so that resources are varied and interesting. There is a strong emphasis on children using their senses. They listen to the sounds they can hear outside, and describe the texture of shaving foam. The role-play area includes items brought in from children's homes, so that they are familiar to the children. Children, who do not often choose creative activities, are encouraged to join in. For example, they take part when staff show them how to make patterns by rolling toy cars in paint.
- Staff are well deployed to support children's learning. They confidently explain the purpose of the activities they have planned. They understand how to enhance children's learning through asking questions and by modelling skills. For

example, they count objects by pointing to them in turn. At times, teaching does not focus sufficiently on individual children's learning needs. For example, children who need support to share and take turns are not always encouraged to do this in their play. During a yoga activity, children who prefer to play on their own could be included more, when they show an interest in joining in.

- Staff recognise the importance of supporting children's growing independence. Children pour their own drinks throughout the day. They wash their hands before meals. However, sometimes staff are not consistent in their approach. For example, some staff peel the younger children's fruit and spread cheese on their crackers. Other staff help these children to cut their own apples. Older children's meals are served and cleared away for them.
- Children's behaviour is very good. They are praised when they are kind to their friends or work well together. Where children are struggling to regulate their behaviour, staff talk to the children and sensitively explain what they want children to do. Staff treat children with respect. They ask children's permission to change their nappies. Children, who are upset or unsettled, are comforted with cuddles and reassurance.
- There are strong partnerships with other professionals. Children with special educational needs and/or disabilities make excellent progress as staff skilfully identify how best to support their learning. Staff talk emotionally about the things children can now achieve.
- The well-being of staff is very important to the manager. It is a strong and cohesive staff team. Regular supervision meetings support staff's practice. Their views about how the nursery could be improved are valued.

## Safeguarding

The arrangements for safeguarding are effective.

The safety and well-being of children are at the heart of the nursery. Leaders and managers take their safeguarding responsibilities extremely seriously. They ensure staff access regular training. As a result, staff demonstrate a strong understanding of how to identify when a child may be at risk of harm. They know how to report concerns, including allegations about members of staff. Staff carry out regular risk assessments. They take appropriate action when children have an accident. Robust recruitment procedures are in place, as well as ongoing checks to ensure staff remain suitable to work with children.

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

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

- support staff, so that teaching is more consistently focused on individual children's next steps in learning, so that they make even more progress
- consider how children's independence can be further developed, especially at

snack times and mealtimes.

## Setting details

<b>Unique reference number</b>	EY488956
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10229735
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Rosedene Nurseries Limited
<b>Registered person unique reference number</b>	RP901400
<b>Telephone number</b>	01642 800133
<b>Date of previous inspection</b>	24 January 2017

## Information about this early years setting

Rosedene Hardwick registered in 2015 and is in Stockton-on-Tees. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, term time only. 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

Jan Batchelor

## Inspection activities

- This was the first routine inspection of the nursery since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager and inspector carried out a learning walk together and discussed the early years curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they like doing while at nursery.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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