

Inspection of Rosedene Guisborough

66a Hutton Lane, Guisborough, Cleveland TS14 6QP

Inspection date: 30 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and settled and demonstrate they feel comfortable with staff. Children seek comfort and reassurance from staff, who are friendly and caring. The nursery provides lots of resources and activities, which promote children's curiosity. Children take part in beach school and forest school. The setting also has links with a local residential home and children have visited this. This supports children to gain an understanding of their local community and surroundings.

Children have lots of opportunities to be physically active. There are climbing frames and apparatus for children to practise their gross motor skills. Older children can move freely in large open spaces. Children's independence is supported from a young age. Babies are helped to put on their wellington boots and toddlers wash their faces after mealtimes. Staff support children to develop the use of their senses. For example, babies are developing their sense of smell by smelling different herbs, such as rosemary. Children behave well and follow boundaries that are in place.

There is an effective key-person system in place and staff know the children well. They plan activities that they know will interest and excite them. As a result, children make good progress, especially those with special educational needs and/or disabilities (SEND).

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

- Staff use every opportunity to develop children's mathematical skills. Staff discuss the numbers on a telephone with babies. Older children are encouraged to solve problems. For example, during an activity, children are asked how many more of an item they need to make the required number. Numbers are available within children's play and the environment, which supports their recognition of numbers.
- On the whole, communication and language skills are well supported. Staff explain what words mean if they have not come across them before. For example, a member of staff takes the time to explain the word 'skeleton'. Generally speaking, staff respond to children in a way which promotes their language skills, however, this is not consistent. Staff do not always model the correct name of objects.
- Children attend settling-in sessions prior to starting at the nursery. This means they settle quickly and get used to their new surroundings. Transitions are well supported throughout the nursery. Children visit their new room with their key person. There are good links with local schools children also attend. Learning which takes place at school is continued within the nursery setting.
- Routines are well established, so children are aware of what happens next.

However, occasionally, daily routines do not provide the maximum amount of learning opportunities. For example, lunch in the toddler room is not well organised and children wait for long periods of time.

- Parents speak highly of the nursery and are happy with the care and education their children receive. The setting keeps parents informed about what their children are doing throughout the day through an online application. Since the COVID-19 pandemic, parents have dropped off and collected their children at the main door. This is something which has worked well for the setting and has continued.
- The special educational needs coordinator has a good understanding of the referral processes to ensure that the relevant support can be sought as required. The setting works effectively with several other professionals, such as Portage workers, social workers and health visitors. Ongoing assessments are completed to ensure children continue to make good progress and to identify any gaps in learning.
- The manager has a good oversight of staff's training needs. The manager ensures that training is made available for staff to support them to care for children with SEND. Staff report a good level of well-being and feel well supported by the management team.
- The setting has failed to notify Ofsted of a change in directors, which is a breach of statutory requirements. However, this does not have an impact on the safeguarding or learning and development of children.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of signs and symptoms which may suggest a child is at risk of harm or abuse. Management regularly checks staff's knowledge and understanding of safeguarding is up to date and will put in place appropriate training where necessary. Staff are also aware of wider safeguarding issues, such as female genital mutilation and the 'Prevent' duty. Areas within the setting are risk assessed and children are supported to risk assess the outdoor area. There are recruitment processes in place to ensure staff are recruited safely and ongoing suitability is checked. Staff understand the mobile phone policy within the setting.

What does the setting need to do to improve?

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

- strengthen staff's knowledge of the importance of modelling words correctly
- enhance daily routines to maximise learning opportunities and ensure children are not waiting for extended periods of time.

Setting details

Unique reference number	EY242578
Local authority	Redcar and Cleveland
Inspection number	10229473
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	50
Number of children on roll	94
Name of registered person	Rosedene Nurseries Limited
Registered person unique reference number	RP901400
Telephone number	01287 635111
Date of previous inspection	11 January 2017

Information about this early years setting

Rosedene Guisborough registered in 2003. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including one with a level 6 qualification. Three staff hold a level 2 qualification. The nursery opens from Monday to Friday for 51 weeks of the year. 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

Amy Whiting

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- Parents and carers shared their views of the setting with the inspector.
- The inspector spoke to several parents during the inspection 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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