

Inspection of Redhill Nursery

Redhill Centre, Redhill Road, Stockton-on-Tees, Cleveland TS19 9BX

Inspection date: 5 April 2023

Overall effectiveness **Good**

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 show their excitement as they enter the nursery. For example, babies tug at the straps of their pushchairs eager to be in this exceptionally well resourced and nurturing environment. Older children rush in, excited to be with their friends and ready for their learning to begin. Staff pay close attention to detail, such as making sure children's favourite resources are readily available when they arrive. This helps children feel safe and secure from the moment they enter the nursery.

Babies relish the opportunities offered to explore different textures. Their faces are full of curiosity as they rub shaving foam into their hands. Babies giggle with delight as the shaving foam floats away. They hurry to try and catch it, standing on their toes and reaching upwards with their arms.

Older children show excellent concentration and a 'can-do' attitude to their learning for their ages. Children focus intently, positioning their fingers carefully as they thread cereal onto sticks of spaghetti. Children's faces beam with delight in their achievements and the very genuine praise they receive from adults.

Children listen carefully and respond to instructions from an early age. They show respect for their environment, as they willingly tidy away toys before snack and lunch. Older children happily share resources and welcome other children into their play. Staff talk very gently to younger children, encouraging them to wait until it is their turn.

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

- The management team and staff have high ambitions for every child to achieve to the best of the abilities. Staff use their detailed knowledge of every child to design a curriculum that encourages children's love of learning. This ensures that all children make strong progress.
- Staff are very caring and nurturing and know children exceptionally well. They automatically recognise when children of all ages need a cuddle. Staff hold babies close and use comforting words as they soothe babies to sleep.
- Staff use every opportunity to further extend children's communication and language skills. For example, staff and older children discuss the weather as being 'dull and gloomy' and the previous day as being 'gloriously sunny'. As younger children use scissors, staff explain how they are 'cutting the paper in different directions'.
- Support for children with special educational needs and/or disabilities (SEND) is a key feature of the nursery. The management team and staff work in very close partnership with a wide range of other professionals to ensure that children and their families get the individual support they need. Consequently, children with

SEND are integrated into the nursery especially well.

- Children in receipt of funding are very well supported and this is targeted to meet their identified needs. For example, staff recognise developing children's confidence can be encouraged through role-play. They bought different role play costumes. This helps to build children's self-esteem as they become imaginary characters.
- The management team and staff reflect on the effectiveness of the nursery. They know the individual children in their care and make changes to the nursery in support of children's future development. For example, staff rearranged their environment to provide toddlers with more space to develop their imagination through role play.
- Staff promote children's love of books very well. They use different tones of voice and give children time to look at the pictures and ask questions. Children visit the nearby library where they take part in songs, rhymes and stories. This enables children to build relationships with adults and children outside of their immediate family and friends.
- Staff support children's self-care skills and teach children to keep themselves healthy. Staff talk to babies about rubbing soap into their hands and rinsing their hands in running water. Older children automatically wash their hands before eating and after using the toilet.
- Some staff are innovative in the ways they develop children's mathematical understanding. For example, children playing in water use nets to find different number blocks and count the pretend sea creatures they catch. However, this is not constant throughout the nursery. Not all staff bring numbers and counting into everyday routines and activities.
- Supporting children to become independent is not consistent across the nursery. At times, staff complete tasks for children that children are able to do for themselves. For example, at snack time some staff automatically cut fruit for more able children and do not encourage older babies to begin to learn how to use a knife to spread cheese.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their responsibilities to protect children. They know the procedures to follow if they have concerns about children's welfare, including protecting children from extremist views. The management team and staff ensure that the premises are secure at all times. They identify and minimise any potential hazards to children's safety. Robust policies and regular staff training strengthen all aspects of safeguarding practice. The management team ensures that only those suitable to work with children are employed. Staff teach children to keep themselves safe. For example, they talk to children about not putting knives to their mouths when eating.

What does the setting need to do to improve?

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

- encourage staff to develop consistency in how they support children's mathematical development, in particular their understanding of numbers and counting
- increase staff understanding of using activities and daily routines to further support children's developing independence skills.

Setting details

Unique reference number	EY368373
Local authority	Stockton-on-Tees
Inspection number	10280133
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	78
Number of children on roll	73
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	07706309363
Date of previous inspection	21 September 2017

Information about this early years setting

Redhill Nursery registered in 2008. It is in the Roseworth area of Stockton-on-Tees. The nursery employs 11 members of staff. All hold early years qualifications at level 3 or above. The nursery is open Monday to Friday, from 7.30am to 6pm, all year round, except for bank holidays. The nursery provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Charge

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The area manager and inspector carried out a learning walk. This helped the inspector to understand how they organise the early years provision and the curriculum.
- The inspector observed the quality of education and assessed the impact of this on children's learning.
- A joint observation was carried out with the area manager.
- The inspector spoke with children, parents and staff during the inspection.
- The inspector looked at various documents, including those related to the suitability and qualifications of staff and records of children's learning.

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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