

Rosedene at Eggescliffe

Inspection report for early years provision

Unique reference number EY436019
Inspection date 18/04/2012
Inspector Vivienne Dempsey

Setting address Eggescliffe C of E Primary School, Butts Lane, Eggescliffe,
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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Rosedene at Eggescliffe Nursery is owned by Rosedene Nurseries Limited. The setting provides nursery, wrap-around and out of school care. It operates from a detached prefabricated building located within the grounds of Eggescliffe Church of England Primary School. The out of school care operates from a classroom within the school. All children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm. The wrap-around care is from 7.30am till 8.40am and then from 3pm to 6pm. The Holiday Club operates from 7.30am to 6pm for children attending Eggescliffe Church of England Primary school. Care is provided 51 weeks of the year, excluding bank holidays.

The nursery is registered to care for a maximum of 24 children under eight years at any one time, of these six may be under two years. The out of school provides care for a maximum of 16 children aged from four to under eight years. This provision is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery employs seven members of staff all of whom hold early years qualifications and two members of staff have recently gained Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled in this welcoming and friendly setting. Staff demonstrate a good understanding of the Early Years Foundation Stage and well organised systems for observation and assessment are in place. Consequently, key workers know their children well. The planning is tailored to personalise learning experiences for all children, using observations of their stage of learning and interests. Engagement with parents is good and an in-depth daily exchange of information keeps parents fully informed of children's day and progress. Good systems for on-going self-evaluation ensure the setting continually improves the quality of the provision it offers.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide domestic-style furniture to fully promote children's development and well-being
- develop further opportunities for children to develop their independence and promote their self-help skills.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children are very good. All staff attend on-going training and are knowledgeable about the signs and symptoms that indicate possible abuse and the procedure to follow. A rigorous recruitment procedure ensures that staff are vetted and deemed suitable before they have unsupervised access to children. Staff show a real commitment to further training. Some recent courses include first aid, health and safety, safeguarding and behaviour management training. Children's safety is ensured as visitors sign in and out to allow staff to monitor who has access to the children. The entrance is secure and effective collection procedures are in place. Children are closely supervised by staff and on-going risk assessments both indoors and out further enhance children's safety. All areas used by the children are well organised, clean and well maintained. Each area of the provision offers a stimulating range of activities and resources that children are able to access independently. This enables children to make choices about what they do, developing their confidence and security. Children's work is prominently displayed which helps to raise their self-esteem.

There are currently no children attending the setting who have special educational needs and/or disabilities. However, staff have a good understanding of systems they need to have in place to ensure their individual needs are met. The staff provide a wide range of interesting activities and resources to promote children's understanding of a diverse society. Posters and displays clearly depict diversity and children enjoy celebrating a wide range of festivals from around the world. Staff have developed very good relationships with parents. A wide range of practical information is collected through the children's records at registration. A daily two-way sharing of information also keeps parents fully informed of their children's progress and ensures continuity of care. For example, daily diaries are in place for younger children and parents comment that staff have 'a really good relationship with parents' and 'staff are very nice, helpful and friendly and always willing to help'. Partnerships with other providers are well established and make a strong contribution to children's achievement and well-being. For example, the outdoor play area is shared with the local school's foundation stage children and preschool children stay for lunch at the school. Systems are in place to share relevant information and regular meetings are held with staff from both settings. This ensures a smooth transition between the settings.

Staff attend a relevant range of training, to develop their knowledge and skills. They also work closely with the local authority advisors and other settings to enhance the service they provide. For example, clear action plans for future improvement are in place, which drives continuous improvement. Staff also use the Ofsted self-evaluation tool to highlight the strengths and weakness of the setting, areas for on-going development are clear. This helps to promote outcomes for children.

The quality and standards of the early years provision and outcomes for children

Staff have developed very good relationships with children and their families. A key worker system is in place and staff are observed to know children and their individual routines well. Staff have a good knowledge of the learning and development requirements and have implemented robust systems for observation, assessment and planning. Effective partnerships with parents and other providers have been developed to fully support children's learning and development. An interesting, mostly well-equipped and welcoming environment supports children's good progress towards the early learning goals. However, domestic-style furniture is not available in the baby room. This does not fully provide opportunities to support and encourage babies to stand and walk or for staff, parents and babies to sit together.

Babies enjoy exploring a wide variety of manmade and natural resources. They have good experiences that involve using all their senses, such as, relaxing music, soft lighting and playing with a variety of textures. Babies and toddlers develop a sense of self as they see their mirror image and relish sensory experiences, such as, exploring sand, water and paint. Children have direct access to the outdoor area and thoroughly enjoy digging in the mud and looking for worms. They plant a range of herbs and vegetables, which enables them to observe change over time and learn about living things. Pre-school children are involved in developing the 'golden rules' for the setting, which promotes their awareness of expected behaviour and encourages them to be kind to their peers. They also have the opportunity to develop activities and resources available. For example, they are asked what they enjoyed and what they would like to do. These comments are then used by staff to provide resources to meet their needs and interests, which helps to promote children's confidence. However, some opportunities to promote confidence and self-help skills are missed. For example, children do not set the table for meals or serve their own meals and drinks.

Staff provide a wide range of mark making resources and children have great fun using large brushes and paint to make marks. They encourage children to join in with familiar rhymes and songs and children excitedly take part appropriately using actions. Children adopt good personal hygiene routines and confidently talk about 'getting the germs off' when washing their hands before lunch. They discuss their favourite fruit and vegetables at snack time and state that 'these are good for you and healthy', which demonstrates their understanding of healthy eating. Children access the outdoor area daily and good opportunities are provided for children to be active. They enjoy using the large climbing resources and move confidently from post to post. A gym teacher also visits the setting regularly and all children are encouraged to be active indoors and out. Children talk confidently about dangers and move toys from the floor 'so we don't trip'. Staff talk to them about safety and explain we they shouldn't run indoors. Children take part in regular fire drills which helps to develop their understanding of how to stay safe.

A wide range of interactive toys are available. For example, remote-controlled cars, programmable toys and cameras, which children freely use to take photographs.

Children confidently access the computer and complete simple programmes with ease. They are very well behaved and staff provide lots of praise and encouragement to support their good behaviour. Parents state 'staff really value each child', which also promotes children's confidence and self-esteem.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met