

# Rosedene at Eggescliffe

Eggescliffe C of E Primary School, Butts Lane, Eggescliffe, STOCKTON-ON-TEES, Cleveland, TS16 9BT



## Inspection date

10 December 2015

Previous inspection date

18 April 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team and staff have a good understanding of the setting's strengths and areas for improvement. Staff attend regular training, which has a positive impact on the learning experiences they provide for children.
- Staff have effective partnerships with parents. They keep them well informed about their children's day and the progress they make.
- The quality of teaching is good. Staff effectively follow children's individual interests and identify next steps in learning through precise and accurate assessment. This helps children to progress well in their learning and development.
- Staff have developed very good links with the local nursery and work closely with teachers to ensure that children are well prepared for their future move.
- Children are welcomed in a stimulating and nurturing setting, where their emotional and physical needs are well supported.
- Staff are good role models. They are deployed well and provide clear guidance for children about what is acceptable behaviour. Children are aware of the expectations of the setting and respond positively by behaving very well.

### It is not yet outstanding because:

- Staff do not always gather enough detailed information from parents about their children's development on entry to the setting.
- The manager identifies gaps in the learning of individual children but has not established systems to monitor and review the progress of different groups.

## What the setting needs to do to improve further

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

- gather more detailed information from parents about children's current stage of development when they first start
- review and monitor the progress of specific groups of children.

### Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Julie Campbell

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective and managers ensure that all staff are suitable to work with children. The manager and staff understand how to protect children in their care. They are confident of the procedures to follow should they have a concern about the welfare of a child. Staff carry out regular observations to assess children's abilities and check their progress. This ensures that all children make good progress and any gaps in their learning are quickly closing. Partnerships with parents are good. Parents are very happy with the support and care provided for their children. The management team and staff are well qualified. The manager carries out regular supervisions and ensures that staff attend regular training to keep their knowledge and skills up to date. The manager regularly reviews the quality of teaching. Staff work very closely with the local nursery school that children move on to. They meet regularly to discuss children's progress, helping to ensure their individual needs are met.

### Quality of teaching, learning and assessment is good

Staff provide a wide range of interesting resources and children clearly enjoy their time in the setting. There are opportunities for children to be creative and use their imagination, such as through art and craft activities. Children interact with others well and they develop good social skills. Staff promote children's communication skills well. They join in with children's play and ask questions. They confidently talk about their home life during activities and they sing a range of songs with great enthusiasm. Staff follow children's interests as they happen. For example, when children discover a spider's web in the garden, staff then extend this by going on a hunt for the spider. Children develop curiosity as they explore and investigate sensory materials. They play with sand and mix ingredients to make salt dough. Staff use these activities to effectively help children learn about mathematical concepts, such as full and empty.

### Personal development, behaviour and welfare are good

Children are encouraged to take turns and help and respect each other's needs. This helps children to further develop the skills needed for future learning. Children's good health is effectively promoted. They benefit from regular opportunities to play in the garden, where a wealth of resources and equipment are readily available. In addition, children go on regular outings, helping to promote their physical development well. They are provided with nutritious meals and discuss the benefits of healthy eating and oral hygiene. Children have good hygiene routines. Staff are skilled in handling children's behaviour. They have high expectations and offer clear routines and boundaries. Children's behaviour is good; they show high levels of self-control and confidence during activities. Staff promote children's independence skills in everyday activities.

### Outcomes for children are good

All children make good progress from their starting points as staff are effective in promoting their learning and development. Children are motivated to learn and are keen to engage in a range of activities. This helps them to develop the key skills needed for their next stage in learning, including the move on to school.

## Setting details

<b>Unique reference number</b>	EY436019
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	973071
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	40
<b>Number of children on roll</b>	102
<b>Name of provider</b>	Rosedene Nurseries Limited
<b>Date of previous inspection</b>	18 April 2012
<b>Telephone number</b>	01642 786327

Rosedene at Egglecliffe was registered in 2011. The setting employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, one member of staff holds a relevant qualification at level 6. The setting opens Monday to Friday, for 51 weeks of the year, excluding bank holidays. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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