

Inspection date	21 September 2017
Previous inspection date	22 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff have a secure understanding of how to help children learn through play. They are skilled at following children's lead and provide a range of stimulating activities which captures their interests. Children are keen explorers and make good progress, overall.
- Staff help older children develop the skills they need in preparation for starting school. Children show confidence and accuracy using mathematical language in their discussions and begin to recognise their own name in print.
- All children have secure bonds with their key person and have built relationships with all staff. Babies are very settled and happy. Older children show high levels of confidence and self-esteem. This has a positive impact on their emotional well-being.
- Children's behaviour is consistently good throughout the setting. Staff use praise effectively and all children, including the youngest, respond well to boundaries.
- Leaders regularly gather feedback from parents and carers to help them evaluate their provision. Parents are extremely happy with the staff and describe them as genuine, caring, supportive and welcoming. This demonstrates effective partnership working.

It is not yet outstanding because:

- Sometimes, staff do not sharply focus their teaching to further develop every child's communication and language skills to the highest level.
- The existing procedures to monitor all staff's practice are not highly effective. This means that some staff's professional development does not focus on improving their teaching skills.

What the setting needs to do to improve further

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

- focus teaching more sharply on helping children to further develop their communication and language skills, particularly for babies and those children who speak English as an additional language
- enhance the ways to monitor and evaluate staff's practice more closely and support them to further develop their teaching skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the children and staff throughout the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation, children's learning books and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection, reviewed their written feedback and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management is good

Staff benefit from a strong and supportive leadership team. They have regular supervision meetings with the manager where they share information about children's development and review the policies and procedures. This helps the manager to monitor children's progress and effectively evaluate the impact of funding. Overall, staff develop essential skills to work with children, including maintaining their first-aid qualifications and safeguarding knowledge. Staff are very confident to identify signs of abuse and know what to do if they have concerns about children, families and staff's practice. The manager has robust procedures to implement for child protection referrals and the company follows stringent safe recruitment policies. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Staff collect information from parents about children's current stage of development and their interests when they first start. This helps them to provide activities they enjoy and form the beginning of their progress assessments. For example, staff have prepared the baby room with sensory activities for them to explore. Toddlers enjoy developing physical movements as they splash in the water pool and show their confidence to try new things. Older children develop their understanding of how things work as staff respond to their who, what and how questions, showing them how to use the head torch and water dispenser. Staff complete observations of children's learning which they link to the early years foundation stage. They share these with parents and help them to extend learning at home. Staff have built effective partnerships with schools and share information about children's learning. This helps children prepare for the move on to school.

Personal development, behaviour and welfare are good

Staff are very good role models for children and help them to develop respect for themselves and each other. For example, staff use puppets and stories to help young children take turns and build on their awareness of equality and inclusion. Children thoroughly enjoy this activity and show they feel valued as they celebrate their skills with staff. Children learn about living a healthy lifestyle and develop self-help skills and independence from an early age. For example, babies and toddlers thoroughly enjoy brushing their teeth as staff enthusiastically sing the songs. Older children serve themselves homemade healthy lunches and have excellent table manners. Staff encourage children to develop an understanding of risk. In the outdoor area, children use tools to hammer pins into potatoes and talk about how to do this safely.

Outcomes for children are good

The majority of children are working comfortably within the stages of development typically expected for their age. Staff quickly identify areas where some children make slower progress and make referrals to other professionals, such as speech and language therapists, to help close the gaps in learning. Children show enthusiasm in their learning and are keen to engage with staff. Young children develop very good social skills and older children show confidence in their own ability.

Setting details

Unique reference number	EY368373
Local authority	Stockton on Tees
Inspection number	1102105
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	78
Number of children on roll	91
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	22 May 2014
Telephone number	01642 611 239

Redhill Nursery registered in 2008. It is managed by the Pre-school Learning Alliance and operates from within Redhill Children's Centre in the Roseworth area of Stockton-on-Tees. The nursery employs 18 members of childcare staff. Of these, all hold early years qualifications, with the majority at level 3 or above. The manager holds a level 5 qualification. 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. The nursery receives early years pupil premium funding.

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