

# Birkdale Nursery Ltd

8 London Road, BEXHILL-ON-SEA, East Sussex, TN39 3JU

## Inspection date

Previous inspection date

24/09/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Through partnership working, staff learn about children's backgrounds, meet children's individual needs and provide consistency of care.
- Children benefit from the relaxed and welcoming environment and experience regular opportunities for outdoor play. They show curiosity and imagination as they interact with staff and each other.
- Equality and diversity are soundly promoted. Staff monitor their practice so that nursery experiences are available to all children and their needs are suitably supported. This support extends to the needs of those with special educational needs, for those speaking English as an additional language and for their families.

### It is not yet good because

- The staff work with the parents and obtains relevant personal information about each child, although there is no system to ensure that parents access their children's records regularly or contribute to the profiles.
- resources for the younger children are less accessible and not open-ended so they can be used, moved and combined in a variety of ways and adult-led activities do not always sufficiently engage children.
- the management of children's behaviour is not always consistent enough to help some develop the same positive relationships and appropriate behaviour that most others achieve.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector spent equal time observing the outcomes for both groups of children; under twos and over twos, both inside and outside. The inspector sought the views of children through discussion and observation of their play.
- The inspector carried out this inspection in one day.
- The inspector discussed leadership issues with both the manager and registered provider.
- The inspector sampled records and documentation relating to: children's progress and development; safeguarding; staff suitability; parent questionnaire responses and newsletters.
- Five parents were interviewed and their views taken into account.

## Inspector

Joanne Wade Barnett

## Full Report

### Information about the setting

Birkdale Nursery registered in 2011. It is privately owned and has two managers. It operates on two floors of a Victorian building in Bexhill-on-sea. Children have access to a secure enclosed outdoor play area. It is open Monday to Friday from 8am to 5.30pm, all

year round. The front door is accessed via several steps.

The nursery is registered on the Early Years Register. There are currently 45 children from six months to under five years old on roll. The nursery supports children who speak English as an additional language. The nursery receives funding to provide free early education for children aged three and four years.

There are 10 members of childcare staff, including the managers. Of these, six hold early years qualifications including one with Early Years Professional Status. One of the two managers holds a certificate in Early Years Practice.

### **What the setting needs to do to improve further**

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

- involve parents in practical ways to support their children's learning and development and gather their views on a regular basis regarding their children's progress.
- improve the environment for younger children to provide a wider variety of resources and activities that are relevant to their interests.
- support children in developing positive relationships by challenging negative comments and actions toward either peers or adults.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are keen to attend the nursery, settle well and move around confidently while exploring and investigating their environment. They make satisfactory progress in their learning and development because staff generally provide a stimulating environment. Staff make regular observations on all children and support these with photographs when completing their individual records. They know their key children sufficiently and use their recollection of children's interests and abilities to support them during their play. They produce generally well-written observations of children's activities to assess children's progress towards the early learning goals but do not fully analyse the next steps for the younger children. As a result, on occasions the activities planned do not always effectively build on what children know in their learning and ensure they are suitably challenged.

Children generally make satisfactory progress in communication, language and in their physical, personal, social and emotional development. Staff sit with children extending their language skills. Some children choose to listen to stories with staff, showing good

concentration. They ask questions about the story and often join in on familiar parts. Opportunities to make marks are available daily. Children create pictures using paint and practise their writing skills with chalk indoors and outdoors.

The registration and initial profile forms give the key person the relevant information to begin to plan for the individual needs of the child from their starting point. The key person responds to particular needs of children and especially those children who are learning English as an additional language.

The registration and initial profile forms completed by parents give the key person the relevant information to begin to plan for the individual needs of the child. Children's profiles are easily accessible, although plans are not fully in place to encourage parents to look at them frequently or contribute to their child's learning journey.

### **The contribution of the early years provision to the well-being of children**

Children demonstrate a feeling of security and sense of belonging as they move around the nursery. They approach staff confidently to meet their individual needs and enjoy a cuddle and reassurance if they are feeling a little anxious. Children build relationships with their key person and with their peers, which helps form sound attachments and promotes their well-being.

Most children show a secure understanding of the rules of the nursery and take responsibility for tasks, such as tidying the toys away at the end of the morning. Generally, staff offer lots of praise and encouragement to children to promote positive behaviour. However, staff do not use consistent strategies to help some children understand how to develop positive relationships. Staff praise children for sitting sensibly and listening, but some younger children find sitting during planned activities difficult, resulting in them becoming distracted.

Children settle well in a welcoming environment. Many resources are stored in low-level units around the room so most children can access the learning environment. The organisation of resources and activities in the baby room are less varied and challenging. Children in the pre-school rooms can locate, identify and choose their preferred activities. They often have favourites, such as the toy cars and the baby dolls. Staff ensure these are readily available but also extend children's learning by adding further resources, such as providing torches when the room is dark.

Children can easily help themselves to tissues, water to drink and each have a plate at snack time. This reinforces their understanding about hygiene. They choose from a variety of fruit and toast during snack time.

Staff encourage local schools to visit to share information, to make transitions easier for children starting school.

## The effectiveness of the leadership and management of the early years provision

Children are soundly safeguarded through use of the nursery's revised policies and staff implement procedures that help to promote children's welfare. Staff have an up-to-date understanding of safeguarding issues. Appropriate vetting helps to ensure that all adults working with children are suitable to do so.

The use of self-evaluation is satisfactory. Support and guidance received from the local authority help the staff address specific areas of development within the nursery. The nursery has recently started to look at the Ofsted self-evaluation document and has considered some areas that need to be developed. These include arranging training for staff and extending the already well established garden. Managers support the staff and they work together well as a stable team. Staff have regular appraisals, participate in a variety of training opportunities and suitably use the knowledge and experience they gain to generally bring about improvements.

Staff have positive relationships with other settings children's attend, parents and carers, enabling children's individual needs to be met. They seek parents' views through questionnaires, care diaries and daily verbal communication. Parents receive information about the nursery when their children start, which includes all the policies and procedures. This informs parents about the role of the nursery and its provision for their children. Regular newsletters keep parents informed about events in the future. Links between the nursery and another setting children attend are in place, which supports some sharing of information about children's care and learning.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the

	Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY431319
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	881882
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Birkdale Nursery Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01424 846 224

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
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