

# Birkdale Nursery Ltd

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

<b>Inspection date</b>	07/12/2012
Previous inspection date	24/09/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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

- Children form positive relationships with adults and other children. This helps them to feel secure at the nursery.
- Children thoroughly enjoy the opportunities to play outside and develop their physical skills in the fresh air.
- Staff work closely with professional agencies and other settings to provide consistent care and support for individual children to help them achieve.

### It is not yet good because

- There is very little suitable toy storage and comfortable seating in the playrooms used by very young children to help them settle and develop their independence.
- Staff are in the early stages of developing their use of observational assessment to meet children's individual learning needs. As a result, some staff are not consistently making effective use of every child's assessment to plan activities that will help them make further progress.
- Some staff are less skilled at extending children's language skills as they play.

## 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 observed activities in all the play rooms and the outside area.
- The inspector held meetings with the managers of the nursery.
- The inspector sampled documentation such as children's records and planning.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Alison Weaver

## Full Report

### Information about the setting

Birkdale Nursery Ltd registered in 2011. It is privately owned. The nursery operates from two floors of a Victorian building in Bexhill-on-Sea, in East Sussex. The nursery opens five days a week all year round, apart from two weeks in the summer holidays. Opening times are from 8am to 5.30pm. All children share access to an enclosed outdoor play area. The front door is accessed by several steps.

The nursery is registered on the Early Years Register. There are currently 50 children on roll. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. Children come from a wide catchment area. The nursery currently supports a number of children with special educational needs and/or

disabilities and also supports a number of children who learn English as an additional language.

The nursery employs nine staff. There are seven staff, including one of the managers, who hold appropriate early years qualifications.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop the educational programme for personal, social and emotional development for children under two years of age by, for example, creating a homely and stimulating learning environment with plenty of accessible resources so that children learn to initiate their own play and make choices

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

- improve the use of assessment of all children in order to effectively plan suitably challenging activities for every child
- extend children's language skills by using open questions with many possible answers in order to encourage them to speak and share their thoughts.

### **Inspection judgements**

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

Children arrive happily and confidently leave their parents. Older children soon find their favourite activities and generally become absorbed in their play. They enjoy taking part in a variety of activities on the computer where they learn to use the mouse. Other children have fun playing with the toy vehicles and figures. They learn about shape and size as they try to fit the different figures in the vehicles. Some staff skilfully interact with children by introducing mathematical language such as 'biggest' and 'smallest' as they play. Children benefit from small group activities that staff plan to help develop their language skills. They learn to confidently speak in the group and have fun playing games together. However, staff do not consistently promote children's language skills by using effective questioning during everyday activities and play. Children enjoy looking at books with adults. Children like to explore their world using torches. They are developing their independence as they help themselves to toys from the low storage. However, in the younger age group the resources are not stored so that children can safely and easily

access them without adult help. This limits young children's free choice and ability to initiate their own play.

Overall, children are making satisfactory progress in relation to their starting points. They are developing the skills they need to secure future learning. Staff take positive steps to meet the needs of those children who require additional support to help them make progress. There are suitable systems for observing and assessing children's progress. Key persons are getting to know their children sufficiently well. Staff are beginning to use the information gained about individual children in the planning of further activities. However, this has not been fully implemented for all children to make sure every child is being challenged appropriately and continue to make progress in all areas of learning. Staff have started to introduce the progress checks for two-year-old children. Staff are developing ways in which they can work more effectively in partnerships with parents. For example, parents are becoming more involved in reviewing their child's progress and contributing to their learning.

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

Children show they are developing a sound sense of security and belonging. They move confidently and safely around the nursery. There is a satisfactory range of safe and age-appropriate play resources in the nursery. Children learn to take risks as they use different equipment. They find out about how to stay safe as they practise emergency evacuation drills and take part in role play activities.

Children are learning the rules of the nursery and the need to respect others. They generally behave appropriately and learn to share resources. They show they are forming good relationships as they choose who they want to sit with at lunchtime. Children willingly engage in activities on their own and with others. Older children are becoming independent learners. Staff have sound procedures for supporting children when they move on to school.

Children form sound emotional attachments with their key person and other adults. Young children enjoy cuddling up with an adult on the floor to look at books and listen to them singing. However, there is no suitable seating for adults and very young children to sit together in comfort. The first floor playrooms are also less inviting and attractive for younger children to play and explore.

Children develop a suitable understanding of healthy lifestyles. They adopt good everyday hygiene procedures. They enjoy a variety of healthy snacks and freshly prepared meals. Children's dietary needs are suitably catered for. Children can easily access drinks when they get thirsty. They readily choose to play outside and enjoy the daily exercise.

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

Staff show a sound understanding of safeguarding procedures. They regularly attend training to update their knowledge of child protection. Staff are clear about their role if there is a child protection concern. The owner/managers carry out appropriate recruitment procedures to make sure staff are suitable to work with children. Staff use comprehensive risk assessments and daily safety checks to help promote children's safety. They satisfactorily minimise hazards to children so that they can move independently around their designated play areas.

The owner/managers show a sound understanding of how to meet the learning and development requirements. They satisfactorily monitor and evaluate the curriculum and planning of activities to help identify if children's needs are being met. Staff gain helpful advice from the local authority and use this to make improvements to their childcare provision. The owner/managers have a number of appropriately focused development plans that they are currently working on. For example, they are in the process of looking at ways to make the outdoor area a more stimulating learning environment for children. They have started to address the recommendations made at their last inspection. For example, they have immediate plans to introduce formal parent meetings. This is to extend the ways in which parents are kept up to date about their child's progress and contribute to the learning records.

The owner/managers have suitable systems in place for promoting staff's professional development. They carry out regular staff appraisals and identify any training needs. Staff are encouraged to attend further training to continue to improve their knowledge and skills. Staff actively seek to form positive links with other settings involved with children. They promote the two-way sharing of relevant about individual children. This enables them to work appropriately together to meet children's care and learning needs.

## 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>	889743
<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>	50
<b>Name of provider</b>	Birkdale Nursery Ltd
<b>Date of previous inspection</b>	24/09/2012
<b>Telephone number</b>	01424 212 545

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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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