

Railway Nursery

Eastside Social Centre, Norton Terrace, Newhaven, East Sussex, BN9 0BT

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| Inspection date | 18/11/2013 |
| Previous inspection date | 08/10/2008 |

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| The quality and standards of the early years provision | This inspection: | 3 |
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| 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 requires improvement

- The provision of creative activities promotes children's developing skills in expressive arts and design.
- Staff have developed the range of interesting and varied play resources which allow children to experiment with different roles and identities to support their imaginative play.
- Staff support children's personal, social and emotional development well, enabling children to feel comfortable and secure.
- Staff promote the children's health through appropriate hygiene practices and by teaching children to care for their environment.

It is not yet good because

- Management does not effectively supervise and monitor all staff's practice to ensure they implement consistently good practice to support children's needs.
- The key person system is not fully developed, meaning that some children are not consistently supported to a good level and parents are not always encouraged to be involved in their child's learning and development.
- The nursery does not implement good systems to support children to use their home languages within the nursery environment.
- Children do not always have good opportunities to extend their physical development.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector took in to account the views of staff and parents.
- The inspector viewed a selection of policies and documents such as staff suitability records and children's learning records.
- The inspector carried out a joint observation with the manager.
- The inspector made observations indoors and outside of the staff and children during different activities.

Inspector

Rachel Southern

Full report

Information about the setting

Railway Nursery registered in 2003. It operates from a hall in Newhaven, East Sussex, with additional access to a small room, kitchen and toilet areas. There is an enclosed outdoor area available. The nursery is registered on the Early Years Register. The nursery is open each weekday from 7:30 am to 6 pm for 51 weeks of the year. There are currently 34 children aged from three months to five years on roll. Children come from a wide catchment area. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs six staff. All of the staff hold appropriate early years qualifications and the owner holds Early Years Professional Status.

What the setting needs to do to improve further

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

- improve the use of the key person system to support individual children's care, learning and development needs more effectively, including by working in partnership with parents
- improve the systems used for performance monitoring, mentoring and coaching to effectively tackle under performance by staff

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

- strengthen opportunities for children to see and use their home languages within the nursery
- promote children's physical development more effectively by providing activities which support their large and small muscle skills.

Inspection judgements

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

The nursery implements the educational programmes to make sure they cover the seven areas of learning and support children's development appropriately. However, some areas of learning are less well planned for than others. For example, children benefit from a selection of creative activities indoors, while there are fewer good opportunities for

children to develop their physical skills both inside and outdoors. Most children enjoy their time at the nursery and are occupied, playing contentedly with other children. Babies giggle with delight, for example, as staff juggle bean bags with them. However, on occasion some staff do not support children well during activities to provide a good level of challenge for them. As a result, some children do not fully engage in their learning and sometimes become disinterested.

Staff suitably understand how to support and develop young children's learning, and generally children make sound progress. For example, staff encourage children to recognise and name colours as they mix different coloured paints together and they ask children to name the ingredients being used for a cooking activity. Staff make regular assessments of children's progress and use the information to monitor children's learning and development. For example, staff have completed the required progress checks for two-year-olds which provides an adequate benchmark for monitoring children's learning and progression. Most children are working within the typical range of development expected for their age. However, staff do not always effectively support those children learning English as an additional language to use their home languages, which has an impact on the progress they make. Where children's starting points are below those of others of similar age, most staff can demonstrate these children are starting to catch up and the achievement gap is closing.

Children's language and communication skills are developing appropriately. For example, staff read to children at story time, encouraging them to use particular words or phrases from books. This helps them to increase their basic recognition of words, sounds and phonics. The provision for mathematics development is developing. Displays include number symbols, helping the youngest children become familiar with them. Staff provide activities for older children which include counting using bricks or objects. This helps children to gain the basic skills they need for school or their next stage of learning.

Parents are sufficiently welcomed into the nursery. Parents are encouraged to provide information about their children's starting points for learning to help staff plan their next steps so they make progress. Most staff share information about children's progress with parents, but strategies to engage parents are not always successful, and this has an impact on the outcomes for children.

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

The key person system is developing. Each child has a key person who helps them to form secure emotional attachments so that children feel comfortable and happy in the nursery. However, some staff lack a good understanding of each of their key children's interests and learning needs and so do not fully tailor learning support appropriately. Staff provide many opportunities for children to develop good behaviour skills. For example, during activities, staff praise children for playing well together and cooperating in group tasks. This helps children to learn together and develop control over their actions. As a result, most children behave well for their age.

Staff can soundly demonstrate they understand how to safeguard children. Working practices and procedures help to protect and support children. Staff appropriately remind children about their own personal safety. For example, staff gently tell children not to run on wet surfaces. This helps children to consider their personal safety within the nursery. Children are developing skills to manage their own personal care needs relative to their ages. During snack and lunch times, staff talk to children about healthy foods and diets, which helps the children to develop an understanding of the importance of healthy lifestyles.

The environment is safe, welcoming and soundly resourced. However, not all staff always make the best use of resources and space, both in and outdoors, to provide good quality learning experiences for all children and keep them motivated and engaged.

Most children are emotionally prepared for the next stage in their learning because staff have developed some resources which support their transition within the nursery, to other settings or school. For example, senior staff have made a school book, with photographs of teachers and classrooms. This helps to provide support and reassurance for older children who are leaving to go to school.

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

Systems to monitor the delivery of the educational programmes for all children are improving, which has a positive impact on the outcomes for children. Staff assess children to provide an overview of each child's skills and progress across the areas of learning and to provide information about groups of children who are achieving less well. However, not all staff use these systems effectively to track each child and ensure all aspects of each area of learning are fully covered. For example, some children lack opportunities to make good progress in their physical development.

Arrangements for performance management are in place, however, this has not been consistent in identifying weaknesses in practice. As a result, some staff members have not been effectively monitored and good practice standards are not upheld by all staff at all times. This has an impact on the quality of the provision for children. Staff have access to regular training to improve their knowledge and skills and all staff members are qualified to level four. This has helped to enhance practice, however, it is not always focused on improving the quality of teaching.

The safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage are understood by senior staff and managers. Recruitment and vetting procedures are thorough and comply with statutory requirements to ensure staff are suitable to work with children, and for their role. Training and supervision of staff have a clear focus on safeguarding and child protection to help keep children safe. All staff implement the nursery's policies and procedures to protect children's welfare.

The manager acknowledges the need for them to continue to make improvements to the

quality of the nursery. Since the last inspection, she has taken steps to overcome weaknesses and improve provision, such as requesting advice from the early years team at the local authority. Recent changes are generally successful in improving children's achievement. Staff use self-evaluation to provide an overview of the nursery's strengths and weaknesses to help identify areas for further improvement in the nursery to raise standards and achievement levels for children.

Partnerships with parents are adequately encouraged by staff and make a contribution to supporting children's well-being, although sharing of information about their learning is variable. Partnerships with external agencies and other providers are in place to identify and meet children's needs so that children who need it receive appropriate interventions and support.

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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

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| Unique reference number | EY256193 |
| Local authority | East Sussex |
| Inspection number | 843502 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 1 - 5 |
| Total number of places | 22 |
| Number of children on roll | 37 |
| Name of provider | Nicole Webster |
| Date of previous inspection | 08/10/2008 |
| Telephone number | 01273 510777 |

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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, which are usually the childminder's 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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