

Railway Nursery

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

Inspection date	30/10/2014
Previous inspection date	18/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The effective key-person system enables children to form close emotional bonds with adults and this helps them to develop good levels of self-confidence.
- Staff competently observe and assess children's levels of achievement. This enables staff to plan and provide challenging activities that help children continue to make good progress.
- There is a good two-way exchange of information between staff and parents that contributes to children's care and learning.
- The owner/manager and staff are well motivated and have good systems in place to evaluate their practices and make positive improvements to the childcare provision.

It is not yet outstanding because

- The timing of registration is not always fully effective in helping promote children's free play and settling in.
- The organisation of the book area in the main playroom is not fully utilised as a welcoming area where children can sit and look at books in comfort.

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 observed activities in the playrooms and outdoor learning environment.
- The inspector conducted a joint observation with the owner/manager.
- The inspector held meetings with the owner/manager and looked at the self-evaluation form and development plans.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector took account of the views of parents spoken to on the day and from information included in the nursery's online survey.

Inspector

Alison Weaver

Full report

Information about the setting

Railway Nursery registered in 2003. It operates from a hall in the centre of Newhaven, East Sussex. The nursery also has access to a small room, kitchen and toilet areas. The nursery opens each weekday for 51 weeks of the year. Opening times are from 7.30am to 6pm. All children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register. There are currently 34 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery currently supports a number of children who learn English as an additional language.

The nursery employs eight staff. There are seven members of staff, including the owner/manager, who hold appropriate early years qualifications from levels 3 to 5. One member of staff is working towards a recognised qualification. The owner/manager holds Early Years Professional Status.

What the setting needs to do to improve further

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

- enhance the use of the book area in the main play room to promote children's well-being and extend their literacy skills
- review the organisation of registration times to support children's independent play and to help new children to settle.

Inspection judgements

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

Staff implement good systems that support children when settling in. They work closely with parents and find out what they know about their children. This enables key persons to get to know their children well and provide resources that meet their interests and needs. As a result, children separate easily from their parents and quickly settle at their favourite activities. However, the timing of the morning registration disrupts some children's independent play and learning. This is because they have not had long to settle at an activity before they have to stop their play to go for registration.

At the inspection, staff provided a wide range of activities that covered all areas of learning. Children of all ages enjoyed their play and happily joined in activities. Young children showed a lively curiosity in the world around them and confidently explored. Staff

suggested to older children ways in which they could develop their play. Children eagerly responded to their suggestions and became involved in further learning experiences, such as drawing pictures of rabbits. They engaged in purposeful play and showed they are well motivated. Staff provided resources that interested children such as dinosaurs in the water play and a train set. They enjoyed exploring and investigating, with encouragement from adults. Staff interacted effectively with children and extended their learning as they played. They used good questioning skills that encouraged children to express their ideas. As a result, children become confident speakers who know their views are valued.

Staff consistently observe children and assess their progress. They effectively identify learning priorities for each child and plan challenging activities that they use to help narrow any gaps in their learning. Staff give good support to children who are learning English as an additional language so that they make good progress. Staff make sure that they keep all parents fully informed about their children's progress. They encourage parents to be involved in children's learning by suggesting activities they could do at home. This effective partnership helps to contribute to children's ongoing progress in their learning and development.

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

Staff are caring, friendly and supportive. They create a warm and welcoming environment where children soon feel at home. The key-person system results in children forming strong emotional attachments to their special adult. Young children and new children showed they felt secure and safe as they moved away from their key person to explore. They returned to their key person when they needed reassurance and a cuddle.

Children play happily with others and form good relationships. Staff have good strategies for managing children's behaviour and promoting their self-esteem. As a result, children behave well and readily share resources. They develop a good awareness of diversity as they celebrate differences in the nursery. For example, they see words in other languages and learn about a variety of festivals. Children have the opportunity to learn some words of the Spanish language.

Overall, staff organise the environment effectively to promote children's independence and enable them to initiate their own play. Children become active learners who are ready to move on successfully to school. All children showed good levels of confidence and independence as they moved around and made decisions about their play. Children helped themselves to resources from the low-level storage. They put their personal items in the named drawers and helped tidy up. However, the cosy book area is in a separate room so it is not so easily accessible for children. In the main room, older children do not have a cosy area where they can sit quietly in a calm space and enjoy books on their own or with an adult to help develop their early reading skills.

Staff help children to develop a good understanding of the importance of healthy lifestyles. Children adopt good personal hygiene routines such as washing their hands before snack. They enjoy healthy snacks and have easy access to drinking water. Children

develop good coordination as they use safe knives to cut up fruit and pour their own drinks. Staff provide children with plenty of opportunities to play outside in the fresh air. Babies and young children have the opportunity to sleep in comfort and safety. Staff make sure that they follow children's home routines as much as possible so that they have consistency in their care. This results in babies and younger children feeling content and secure.

Staff competently promote children's understanding of how to stay safe. They teach them about road safety when they go on outings. Staff make good use of visits from the local police to reinforce safety messages with children. Staff have clear boundaries that help children learn how to move around and play safely. Children develop good coordination and control as they use both small and large equipment safely such as scooters and the climbing cube.

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

The owner/manager has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are robust arrangements for the recruitment of staff that help to ensure they are suitable to work with children. Thorough induction procedures give new staff a clear understanding of their roles and responsibilities. The owner/manager has established an effective system for promoting the professional development of her staff. She carries out regular supervision and appraisals that help her and the staff to identify training needs and areas for development. Observations of staff and between staff also contribute to this process. This is resulting in improvements in staff's skills and knowledge of how to plan effectively and promote children's learning.

Staff have a good understanding of how to safeguard children and the importance of reporting any child protection concerns. They carry out daily safety checks and risk assessments that enables them to maintain a safe and secure environment. This means that children can move around safely and independently as hazards are minimised effectively. All the required documentation is in place and well maintained. This underpins the smooth running of the nursery and helps promote children's well-being.

Staff work successfully with parents, agencies and other providers to support and meet children's care and learning needs. This helps promote continuity in children's care. The owner/manager actively seeks feedback from parents and invites their suggestions for ways to improve the nursery. She uses their input to develop practices in the nursery. For example, parents asked for information about toddlers sleep. Staff now complete a chart showing how much sleep their child has had so parents are aware and can better meet children's needs at home. Parents commented that they like the small family atmosphere and feel well informed about their child's care and learning. They stated that they like the 'stability and consistency' of staff and know that their children are developing well.

The owner/manager has good systems for monitoring and reviewing the educational

programmes with staff. They competently evaluate activities and learning experiences to make sure they are meeting children's needs. The owner/manager regularly samples learning records. This helps to ensure all staff are accurately and consistently observing, assessing and planning for their key children so all children are being helped to progress. The owner/manager is also carrying out thorough audits on the assessment system and this is enabling her to identify where children are not achieving quite as well as expected in an area of learning. This results in staff competently reviewing the activities and resources they provide to make sure what they are offering is supporting children effectively in the specified area of learning. For example, they identified the fact that children were less confident in problem solving. Staff then increased resources and activities that could be used to support children's ability to solve problems. As a result, children are making increasing progress in this area.

Since the last inspection, the owner/manager and staff have successfully met the actions and recommendations set. This has resulted in improved practices in the nursery. For example, improved partnerships between the key persons and parents means they are working more effectively together to meet children's learning needs. The owner/manager and staff have been working closely with their local authority to continue to improve outcomes for children. They have a detailed and well-focused plan for development. This demonstrates that the owner/manager and staff have a strong capacity to sustain continuous improvement to the childcare provision.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	EY256193
Local authority	East Sussex
Inspection number	962754
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	34
Name of provider	Nicole Webster
Date of previous inspection	18/11/2013
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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