

Ryhope Early Days

Ryhope Infants School, Shaftesbury Avenue, Ryhope, SUNDERLAND, SR2 0RT



Inspection date	23 October 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager has not yet implemented a programme of support and mentoring for the staff team. Therefore, she has been unable to address weaknesses and support staff to improve their knowledge and skills. Consequently, teaching is not consistently good.
- Activities are not always planned effectively to meet the needs of the children involved. Therefore, children do not make the best possible progress.
- Staff do not have a consistent approach to managing children's behaviour. Consequently, children's behaviour is sometimes poor.
- The manager has not formed effective relationships with other settings involved in children's care and learning. Therefore, they have not established a consistent approach to children's learning and children are not prepared as well as possible when they move on to the next setting.

It has the following strengths

- All staff understand how to keep children safe from harm. They know what to do if they are worried about a child in their care.
- The youngest children are well cared for in a warm and nurturing environment. Key persons form trusting relationships with them and they feel safe and confident.
- Designated staff ensure disabled children and those with special educational needs receive extra support. This helps them to make faster progress towards typical development levels for their age.
- The manager has begun to evaluate all aspects of the nursery and to make plans for changes and developments. Therefore, there is capacity for swift and continuous improvement.

What the setting needs to do to improve further

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

	Due Date
■ make arrangements for regular supervision of staff, providing support, coaching and training to improve the quality of teaching to a consistently good standard	27/11/2015
■ consistently use observations and assessments to provide challenging activities that engage children's interests, build on what they already know and help all children to make good progress.	31/12/2015

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

- ensure that all staff have a clear and shared understanding of how to effectively manage children's behaviour
- establish effective links with other settings and schools to share information about children's care and learning, in order to promote their continued progress.

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 completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector
Clare Wilkins

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has an appropriate understanding of statutory requirements. The arrangements for safeguarding are effective. All staff have a secure knowledge of child protection procedures. The manager has a vision for future improvements and has begun the process of evaluating her provision. However, she has not yet addressed key weaknesses in teaching practice. Although almost all staff hold relevant qualifications, they have not continued with a programme of professional development. Therefore, the standard of teaching is variable. Appropriate systems are in place to assess children's progress. However, these are not used effectively to provide a curriculum which engages children's interests and supports their progress.

Quality of teaching, learning and assessment requires improvement

Staff use observations and assessments to monitor children's development and identify the next steps in their learning. However, the information gathered is not always used to plan activities that will challenge all children and help them to make good progress. Some teaching is good. For example, children enjoy exploring the inside of a pumpkin and counting the seeds, which helps to teach them about numbers. However, some activities are unappealing and sometimes too long. Therefore, children lose interest and opportunities to support their learning are missed. Children's development records are shared with parents and they are encouraged to contribute towards them. Progress checks are completed between the age of two and three years. These have been used successfully to alert staff to gaps in learning and provide extra support to promote children's continued progress.

Personal development, behaviour and welfare require improvement

The environment is bright and spacious. Staff make children and parents feel welcome. Resources are available to support children's progress in all areas of learning. However, the activities presented are not consistently appealing and do not always engage children in active learning. As a result, some children become distracted and misbehave. Furthermore, staff do not always address poor behaviour in the same way, so children do not always learn right from wrong. Staff form close relationships with children and take steps to support their emotional well-being. They use effective strategies to celebrate key achievements. This helps to promote children's self-esteem and confidence. Staff promote healthy lifestyles. For example, children have lots of opportunities for fresh air and exercise, and are offered nutritious meals and snacks. This helps to promote their physical well-being.

Outcomes for children require improvement

Children make steady progress and generally reach typical levels of development for their age. Disabled children and those with special educational needs are supported well to make good progress. However, all children are not fully supported to reach their full potential, because activities do not always provide sufficient challenge. Relationships with other settings and schools are not yet established. Therefore, children are not yet fully supported when they move on to the next stage of their learning.

Setting details

Unique reference number	EY481706
Local authority	Sunderland
Inspection number	989494
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 3
Total number of places	58
Number of children on roll	91
Name of provider	Sandhill Little Angels Nursery Limited
Date of previous inspection	Not applicable
Telephone number	0191 5536240

Ryhope Early Days nursery was registered in 2004. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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