

Ryhope Early Days Nursery

Shaftesbury Avenue, Ryhope, SUNDERLAND, SR2 0RT



Inspection date	18 October 2016
Previous inspection date	23 October 2015

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The ability of senior leaders to accurately identify the quality of practice across the nursery is a strength. Since the last inspection, leaders have transformed the nursery's outdoor space, improved staff supervision arrangements and are successfully embedding systems to support and promote effective teaching.
- Children with special educational needs and disabilities are exceptionally well supported. Staff draw on the expertise of a wide range of professionals to support them with this.
- Well qualified practitioners are adept at identifying and reviewing children's interests, strengths and individual needs. This, alongside good quality teaching, ensures all children make good progress from their starting points.
- Children are happy, settled and making friends. They are learning about acceptable behaviours such as sharing, taking turns, listening to, and valuing, others. They are well prepared for school as a result.

It is not yet outstanding because:

- Existing systems for self-evaluation and action planning do not support leaders and staff to fully understand how to achieve the outstanding standards they are working towards.
- Formal observations to assess the quality of teaching are relatively new. Time is needed to ensure these are used regularly across the nursery in order to improve the quality and impact of teaching further.

What the setting needs to do to improve further

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

- embed systems for supervision to ensure that staff receive the individualised support and training they need to reflect on and improve the quality of their teaching practice further
- ensure identified areas for development are always robustly planned for, and improvements stringently monitored, to support leaders and staff to achieve their goal of becoming an outstanding setting.

Inspection activities

- The inspector observed activities in the main playrooms as well as the outside play area.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager and her deputy.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures

Inspector

Jayne Utting

Inspection findings

Effectiveness of the leadership and management is good

The highly ambitious management team meet regularly to review their practice, check children's progress and set clear targets for improvement. Responsibilities are shared so all take an active role in securing best practice. Moving forward, available data could be better used as part of the self-evaluation process, in order to identify additional areas for development. For example, information about the progress of target groups across different areas of the curriculum is not used well enough to inform on-going planning or to monitor the impact of enhancements to the nursery environment. Good arrangements for supervision and checking on staff performance are in place. However, the implementation of formal observations needs time to embed in order to improve the quality and impact of teaching even further. All staff have an excellent understanding of how to keep children safe from harm. This, alongside effective links with other professionals in the community, ensures safeguarding arrangements are effective.

Quality of teaching, learning and assessment is good

Staff work closely as a team. They know all of the children well, but are particularly aware of the learning needs of their key children. Staff make precise assessments of children's learning and have high expectations of what they all can achieve. Staff plan and provide a variety of experiences to promote children's individual learning. They use their interests well to engage them in activities. For example, toy cars are placed in different areas of the playroom to encourage particular children to investigate new areas, to good effect. Staff encourage babies' natural instinct to explore, nurturing their early attempts at communication by copying the sounds they make. Story time for older children is enhanced through the introduction of interactive props. These bring the story to life, encouraging engagement, interest and spontaneous conversations.

Personal development, behaviour and welfare are outstanding

The promotion of children's emotional well-being is at the heart of everything the nursery does. Its genuinely inclusive ethos, alongside staff's ability to understand and support all children, is the reason parents choose this setting. Much time and thought has gone into ensuring the outdoor environment allows children opportunities to be curious and use their imagination well. Water filled boxes become boats to sail the high seas, whilst fallen crab apples are used to promote team work as children work together to create pieces of art. In-depth, detailed care plans significantly enhance children's health, safety and well-being, giving staff and parents peace of mind. Highly confident in their surroundings, children are encouraged not to be limited by circumstance. Instead they are actively encouraged to develop a positive sense of self and believe they can achieve.

Outcomes for children are good

The setting's work with children who have special educational needs is commendable. Staff can demonstrate that they have liaised with parents and other relevant professionals in order to support these children, with accelerated progress made. Parents in particular commented on the dedication and commitment of staff and the difference they have made to their children's development, particularly in relation to speech and making relationships.

Setting details

Unique reference number	EY481706
Local authority	Sunderland
Inspection number	1045210
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	58
Number of children on roll	71
Name of provider	Sandhill Little Angels Nursery Limited
Date of previous inspection	23 October 2015
Telephone number	0191 5536240

Ryhope Early Days Nursery was registered in 2004. The nursery employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3. The manager has qualified teacher status. 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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