

Ferry Road Nursery

Ferry Road, Rye, East Sussex, TN31 7DN



Inspection date

13 April 2017

Previous inspection date

10 June 2015

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

Summary of key findings for parents

This provision is good

- Staff establish positive relationships with children. They get to know their individual personalities and interests well. Children settle happily into play with confidence.
- Staff keep parents fully involved in their children's learning. For example, staff encourage parents to share children's achievements from home on a regular basis. Children have a good link between home and the setting to support their consistency of learning.
- Managers and staff monitor children's progress closely. This helps them to highlight promptly any gaps in development and provide children with individual support to close them at a good rate. All children make good progress.
- All children, including babies, have good opportunities to explore and investigate. For instance, they participate in planting activities and enjoy observing nature and the insects that visit their bug hotels in the garden.
- There are good opportunities for children to develop their physical abilities. For example, older children build challenging obstacle courses using tyres and planks, and babies explore different ways of moving, such as using tunnels to crawl.
- Children learn good skills to support their future learning. They gain early mathematical abilities, for example, they confidently count up to 20.

It is not yet outstanding because:

- Staff sometimes miss opportunities to further develop children's understanding of other peoples' similarities and differences in the wider world.
- Staff do not always make the most of all opportunities to consistently give age-appropriate explanations and encourage children to understand the consequences of their behaviour with more confidence and independence.

What the setting needs to do to improve further

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

- extend children's opportunities to develop their understanding further of other people's similarities and differences in the wider world around them
- improve the explanations given to children in an age-appropriate way when supporting them to resolve minor conflicts, and develop their understanding of the consequences of their behaviour even further.

Inspection activities

- The inspector observed staff's interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation with the manager.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The managers and staff evaluate their practice effectively. They make good improvements and include the views of parents and children. For example, they take into careful consideration their feedback from regular questionnaires. Staff observe each other teach, and they provide feedback on how well they interact with children. They use the constructive advice to improve their future teaching. All staff, including managers, keep up to date with new ideas and build on their skills and knowledge. For example, they access regular training beneficial to children, such as learning how to implement healthy eating and physical activities to support healthy lifestyles. The managers closely monitor the quality of care and teaching of staff. For instance, they hold regular one-to-one discussions to review staff's performance. Staff use additional funding effectively to meet children's individual learning needs. Safeguarding is effective. All staff have a good knowledge of the safeguarding procedures to help keep children safe. Children learn how to keep themselves safe. For instance, they participate in evacuation practices and understand how to exit the building safely and quickly in the event of an emergency.

Quality of teaching, learning and assessment is good

Staff encourage children to be independent, as they confidently choose their own play. The managers and staff establish positive partnerships with other early years professionals. For example, they liaise closely with other settings to share good practice to enhance children's learning, such as implementing new activity ideas on a regular basis. Staff skilfully build on children's play. For example, children enjoy a story about a rainbow and explore what happens when they use bread to soak up food colouring to create interesting representations of a rainbow. Staff support children's communication skills well. For instance, they ask older children thought-provoking questions and use signs and visual prompts to accompany words when communicating with babies.

Personal development, behaviour and welfare are good

Staff teach children the importance of being polite, and children learn to say 'please' and 'thank you' with no reminders. Children are kind and develop good social skills. For instance, older children happily help younger children to complete tasks. Children develop a good understanding of the importance of healthy eating. For example, they have an active role in growing and preparing healthy foods, such as strawberries and potatoes.

Outcomes for children are good

Children develop good early reading and writing skills. For example, older children recognise simple words and write their names. Children are keen to participate in challenging activities and learn about how things work. For example, they use tools such as hammers to tap in nails.

Setting details

Unique reference number	EY221699
Local authority	East Sussex
Inspection number	1091362
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	42
Number of children on roll	72
Name of registered person	Ferry Road Nursery Committee
Registered person unique reference number	RP907421
Date of previous inspection	10 June 2015
Telephone number	01797 226992

Ferry Road Nursery registered in 2002. It located in Rye, East Sussex. The nursery is open Monday to Friday, from 8am until 6pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs 16 members of staff; of these, 12 hold relevant early years qualifications at level 3 and one member of staff holds a relevant early years qualification at level 4.

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