

Railway Nursery

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



Inspection date

5 July 2017

Previous inspection date

30 October 2014

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 routinely share comments about the children's progress and actively engage parents in the children's learning at home. Parents say they value the strong partnership established by staff.
- The manager and staff create a happy nursery where children enjoy a good variety of purposeful activities. Staff motivate the children to have fun and learn through their imaginative play. Children select the resources they need and follow their own ideas.
- Staff provide good teaching overall, successfully promoting children's learning. Older children can recall stories. They are taught to write their name and learn to count in preparation for school.
- Staff are friendly and caring. Key persons respond quickly to meet children's needs. This promotes children's emotional well-being. Children develop a good sense of belonging to the group and show a sense of pride in the nursery.
- Staff identify where children are in their learning and development, and know what they need to do next. The management team checks the progress of children to ensure that all, including those who need extra support, are making the expected progress for their age from their starting points.

It is not yet outstanding because:

- At times, staff interacting with children do not recognise opportunities that arise to encourage children's thinking and problem-solving skills.
- The staff working with babies do not consistently make the best use of the space and resources available to encourage children to move and develop their coordination.

What the setting needs to do to improve further

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

- support staff to make better use of opportunities that arise to develop children's thinking and reasoning skills
- extend further the opportunities for the babies to explore their environment to continually develop their coordination.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on the children's learning and development.
- The inspector completed a joint observation with the nursery manager to determine her ability to monitor and develop staff.
- The inspector spoke to children and staff.
- The inspector met with the manager and discussed the running of the nursery. She looked at a sample of nursery policies and relevant documentation to determine the suitability of staff.
- The inspector spoke with a small number of parents and took their views into account.

Inspector

Susan Suleyman

Inspection findings

Effectiveness of the leadership and management is good

The owner/manager shows a firm commitment to operating an effective nursery. She has high expectations of herself and the experienced staff team. The manager holds regular supervision meetings with staff to discuss how they can develop their skills and knowledge to enhance experiences for the children. The manager and staff make frequent use of the considerable training opportunities available outside the nursery. They share good practice and discuss ideas at regular staff meetings. Self-evaluation is an ongoing process which involves staff, children and parents. This reflection leads to improvements in staff practice and the resources available which make a positive impact on children's learning. Safeguarding is effective. Staff know the procedures to follow if they have any concerns about a child's welfare and the manager checks staff's suitability to work with children. Funding is used well to support the learning and development of individual children and groups of children.

Quality of teaching, learning and assessment is good

Staff have a strong focus on teaching mathematics through everyday activities, such as role play. Children count confidently and name shapes. Toys are easily accessible and labelled to encourage literacy. Children explore natural materials and develop their senses. For example, toddlers talk about the feel of the compost as they look for flowers, and babies laugh and babble as they splash in the water. Staff skilfully promote the development of babies' and toddlers' listening and speaking. They use gestures, facial expressions and extend the sentences children say, to encourage communication. Staff provide good opportunities for children to widen their experience and learn about the world around them. For example, they go to the local park to feed the ducks and care for the nursery ducks in the garden.

Personal development, behaviour and welfare are good

Staff successfully promote children's health. Water is always available and the promotion of the 'water café' through play ensures the children drink water outdoors in hot weather. Children show excellent self-care skills and are very independent. Children go, without being reminded, to get sun cream and hats before they go in the garden. They choose where to play and know where to find what they need. Older children often play outdoors and they develop a positive attitude to exercise. Staff have a positive and respectful approach to managing behaviour. For example, they whisper to settle excited children before they begin the dance session. Staff act on the advice of a range of other professionals to ensure children who have special educational needs and/or disabilities have consistent and well-targeted support.

Outcomes for children are good

Children develop good attitudes for learning. They can concentrate on activities they enjoy, sit and listen to others. Children are prepared well, emotionally and in their learning, to cope with the challenges of moving on to school.

Setting details

Unique reference number	EY256193
Local authority	East Sussex
Inspection number	1070503
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	26
Number of children on roll	46
Name of registered person	Railway Nursery Limited
Registered person unique reference number	RP535274
Date of previous inspection	30 October 2014
Telephone number	01273 510777

Railway Nursery registered in 2003. The nursery opens each weekday for 51 weeks of the year. Opening times are from 7.30am to 6pm. There are 10 staff, one of whom holds early years professional status and nine have qualifications from level 2 to level 4. The nursery receives funding for the provision of free early education for children aged two, three and four years and additional early years pupil premium funding for some children.

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