

# St Thomas-a-Becket Nursery

3 Tutts Barn Lane, Eastbourne, East Sussex BN22 8XT



<b>Inspection date</b>	2 October 2018
Previous inspection date	8 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- Staff plan a varied and stimulating environment. Children have exciting opportunities to explore, discover and try new things. They are inquisitive and motivated learners.
- Staff support children's communication skills successfully. For example, they encourage plenty of conversation about children's interests, home lives and views. Staff show a genuine interest in what children say and actively promote their ideas and opinions.
- The managers have a strong understanding of children's development. They monitor closely the progress made by all children and look in depth at specific groups, such as boys, girls and children who speak English as an additional language. All children make good progress from their starting points, regardless of their circumstances.
- Caring staff show a genuine interest in the children's lives and build trusting bonds with them. Children are happy, secure and develop positive social skills and early friendships. They behave well and respond positively to the consistent and gentle reminders of staff.
- The manager and staff work successfully with professionals, such as speech therapists to share expertise and support children who have language delay to catch up quickly.

### It is not yet outstanding because:

- Occasionally, staff do not make the best use of their interactions with children to fully extend their thinking and problem-solving skills.
- Staff do not make the most of all opportunities to include parents in their children's learning and encourage them to share children's achievements from home.

## What the setting needs to do to improve further

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

- make the most of opportunities to fully extend children's thinking skills and to encourage them to solve problems
- include parents more effectively in their children's learning and encourage them to share information consistently about their children's achievements from home.

### Inspection activities

- The inspector observed teaching practices and the impact this has on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the nursery's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

**Inspector**  
Ben Parsons

## Inspection findings

### Effectiveness of leadership and management is good

The ambitious manager has high expectations for the children and works closely with her well qualified and experienced staff to evaluate the effectiveness of the nursery. They have recently focused on supporting children's healthy lifestyles and staff have attended various training to help improve their provision. For example, they have introduced exciting and challenging new physical equipment and held parent workshops to discuss the importance of healthy eating for children at home. The manager gives staff good support and training to help continue to develop their practice. Together, they have recently reviewed the effectiveness of the environment and discussed how to extend children's play and learning further. Safeguarding is effective. All staff attend safeguarding training and have a thorough, up-to-date understanding of how to deal with any child protection concerns. They work together well to create a safe environment.

### Quality of teaching, learning and assessment is good

Staff know the children well and keep accurate assessments of their development. They successfully plan an engaging environment that supports children's current interests and developmental next steps. Children enjoy creative activities very much. They pay good attention to detail as they carefully create dinosaur collages and make thoughtful choices, such as using orange card to make a carrot for the dinosaur to eat. Staff make good use of opportunities to extend children's mathematical skills. For example, as children prepare their snack, staff challenge them to count and compare amounts of fruit. Children also describe their toast as being cut in 'half' and 'quarter' and describe the shapes they see.

### Personal development, behaviour and welfare are good

Staff are strong role models for children and set clear expectations for their behaviour. Children develop a good understanding of emotions and are consistently considerate of their friends. For example, they independently pass each other resources as they explore play dough and praise each other's creations, helping to build each other's self-esteem. Children enjoy regular exercise in the well-resourced garden and are very physically active. For example, they excitedly take part in races, as they ride balance bicycles around an outdoor track. Staff talk to children about safety rules and children confidently know to look where they are going and slow down as they turn corners.

### Outcomes for children are good

Children eagerly take part in a wide range of activities and experiences and quickly gain the skills they need for their future learning. They are very imaginative and confidently take on roles in their play, such as when pretending to be pirates and hunting for treasure. Children understand technology well and enjoy using cameras to take photographs. They are curious and happily explore different scents and textures, such as when making 'potions' with herbs and spices. All children communicate well, including those who speak English as an additional language. They happily share their ideas and views.

## Setting details

<b>Unique reference number</b>	507912
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10062798
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	St Thomas-a-Becket Nursery School Limited
<b>Registered person unique reference number</b>	RP519732
<b>Date of previous inspection</b>	8 December 2015
<b>Telephone number</b>	01323 725977

St Thomas-a-Becket Nursery registered in 1999. It is located in the grounds of St Thomas-a-Becket Infant School, in the town of Eastbourne, East Sussex. The nursery is open Monday to Friday, 8.30am to 3pm, term time only. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 10 staff, all of whom hold appropriate early years qualifications between level 2 and level 6.

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