

# Roadend Farm Nursery

Roadend Farm Nursery School, Udimore, Rye, East Sussex TN31 6BY



<b>Inspection date</b>	13 February 2019
Previous inspection date	6 July 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

### This provision is good

- Children are happy and settled in this welcoming, friendly nursery. They have good relationships with staff, who are warm, kind and sensitive to their individual needs.
- Staff plan and provide interesting and stimulating activities for children based on a good understanding of their interests and needs. Children are eager to join in activities. They make good progress in their development.
- Staff make full use of the exciting outdoor areas and surrounding farm. Children benefit from interesting opportunities to explore the natural world, such as using binoculars to spot birds during a walk across the fields.
- There is a strong sense of community at the nursery. Parents value the good-quality care staff provide and speak of them highly. Staff work with parents closely and successfully involve them in their child's learning. For instance, they keep them up to date and offer activities to continue at home, such as a 'chef bear' with recipe ideas.
- Managers and staff reflect on their practice and make changes and improvements that have a positive impact on children's experiences. For example, they have further expanded the outdoor provision to include a vegetable patch, where children grow vegetables that they help harvest and use to make soup for snack time.
- The arrangements for managers to monitor individual staff performance and evaluate their practice are not highly rigorous, to help continually raise the quality of the provision further.
- Staff have not fully developed opportunities for children to share their home languages and traditions to further support their learning and enhance all children's understanding of the world around them.

## What the setting needs to do to improve further

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

- build on the arrangements for the support, supervision and performance management of staff, to identify more precise individual areas for staff development and help raise the quality of practice even further
- extend opportunities for children to share their home languages, traditions and experiences, to further support their personal development and understanding of the world.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector spoke to the provider, deputy manager and staff at appropriate times during the inspection.
- The inspector sampled paperwork, including staff suitability checks, improvement plans and some of the children's learning journals.
- The inspector spoke to some parents and took account of their views.

#### Inspector

Rebecca Khabbazi

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers carry out thorough checks of all staff to make sure they are suitable for their role. Staff have a good understanding of their responsibilities towards the children in their care. They prioritise children's safety and know how to recognise and report any child protection concerns. Managers ensure staff complete all mandatory training, such as a safeguarding course. Information from any additional courses staff attend is shared to help develop the provision. For example, children enjoyed new equipment and physical play sessions after some staff attended a course. Staff regularly seek the views of parents to help them evaluate the nursery and identify areas to improve.

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

Staff observe children and get to know them well. They monitor their progress closely and quickly identify any areas where they are doing well and where they may need more support. Staff work effectively with other professionals where needed, to make sure all children's needs are met. They respond to children's interests and ideas well. For instance, when children wanted to wash the play equipment outside, staff made sure they had plenty of water and sponges. Children were delighted and became engrossed in their play as they scrubbed the cars until they were clean. Staff successfully engage children in stories, such as changing their tone of voice to make the characters interesting and using puppets with the younger children. Children listen attentively and enjoy story times.

### Personal development, behaviour and welfare are good

Children behave well. They form strong friendships and get along together harmoniously, cooperating and taking turns as they play. Staff are good role models and offer children calm, consistent guidance and praise. They encourage children to do things for themselves, such as pouring drinks and cutting their fruit. Children show good levels of independence and have strong self-care skills. Staff promote children's safety and well-being effectively. They check the premises carefully for any hazards and make changes if they identify any accident 'hotspots'. They teach children useful skills and knowledge to help them learn to keep themselves healthy and safe. For instance, children carefully go up and down the stairs holding on to the rail and they understand why they need to wash their hands before snack time.

### Outcomes for children are good

Children grow in confidence and become more independent. They help themselves to the wide variety of resources and make choices about what to do. Younger children enjoy exploring with all their senses and making patterns with different materials. They develop good physical skills as they climb and balance on the play equipment or carefully pour rice into different containers. Older children learn the sounds that letters make and begin to write their name. They talk about shape and compare different sizes as they play. They speak confidently and clearly express their wishes and ideas. Children concentrate well on tasks and are motivated to learn. They quickly gain the skills they need for their future learning and starting school.

## Setting details

<b>Unique reference number</b>	109310
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10062792
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Mair, Louise Katherine
<b>Registered person unique reference number</b>	RP906761
<b>Date of previous inspection</b>	6 July 2015
<b>Telephone number</b>	01797 226116

Roadend Farm Nursery registered in 1988. It is located in Udimore, East Sussex. The nursery is open each weekday from 8.30am to 3.30pm, during term time only. It receives funding to provide free early years education for children aged two, three and four years old. There are seven members of staff, all of whom hold relevant early years qualifications.

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