

Denton Island Nursery

Denton Island Nursery, Denton Island, NEWHAVEN, East Sussex BN9 9BA



Inspection date	13 June 2019
Previous inspection date	1 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- The managers and staff are passionate, caring and attentive. They create a positive environment where children feel happy, valued and secure.
- The managers and staff have a good vision of how they want the nursery to develop. They have a commitment to enhance the already good quality of care and learning and do so through effective action plans.
- Managers seek opportunities to support staff's professional development, facilitating a range of rich training opportunities. However, this does not always impact on all members of staff's teaching practice. Consequently, some teaching is richer than others. For example, training techniques to develop effective communication and language are not consistently demonstrated when staff play alongside the children.
- The staff know the children in their care well. They make accurate assessments of children's achievements and use the information well to enable staff to plan for future learning.
- Good relationships between the staff and parents enable them to share a wide range of information, helping them to provide a consistent approach to supporting children's learning.
- Overall quality of teaching is strong. Staff use good interactions to support learning. However, not all staff consistently use questioning effectively to fully support children to think imaginatively and to develop their own ideas.
- Staff successfully promote positive behaviour. They give children lots of praise for their achievements, helping to raise their self-esteem.
- Staff provide good opportunities for children to develop their mathematical skills. For instance, they count coloured animals into pots, helping them to develop their understanding of number. Older children enjoy identifying the largest and smallest animal from a set.
- Children have daily opportunities to enjoy the outside area to develop good physical skills. They care for the plants that they have grown and safely explore ways of moving across climbing equipment. This helps children to self-evaluate how to play safely.

What the setting needs to do to improve further

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

- enhance the use of questioning to further encourage children to think creatively and develop their own ideas
- actively reflect on the impact of training on all staff's practice, to ensure the teaching is of the highest quality.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector held discussions with the managers and staff.
- The inspector reviewed relevant documentation, staff qualifications and policies used by the setting, including children's electronic learning journeys.
- The inspector observed a range of activities and completed a joint observation with the manager.
- The inspector considered the views of the parents.

Inspector

Adam Hawes

Inspection findings

Effectiveness of leadership and management is good

Managers have a vision for improvement and a determination to develop practice to the highest level. The day-to-day management is very good, and staff are deployed well to ensure children are safe. Risk assessments are carried out daily to identify potential hazards and these are dealt with appropriately. The managers evaluate the setting well, using action plans to identify areas for improvement. For example, they are looking at opportunities to support staff through a buddy system to further improve good teaching. Regular supervisions identify the training needs of staff. For example, training has been provided to deepen their understanding of how to support babies to settle quickly. Parents speak of the nursery as being a 'welcoming environment' where their child enjoys 'the variety of creative activities' on offer. Safeguarding is effective. Staff have a secure knowledge of the possible signs of abuse and the steps to take to report concerns.

Quality of teaching, learning and assessment is good

Staff use a range of different activities that are arranged in defined areas within the environment. Staff use their observations to inform their planning. They plan interesting activities to support children's next steps. These reflect children's interests. Staff enthusiastically play alongside the children to promote learning effectively. They interact positively, using lots of praise to encourage children to 'have a go' and 'get involved'. For instance, children were encouraged to work together and carry different containers across the garden to water the plants. Older children are encouraged to build their confidence, ready for school. For instance, they stand at the front of the group to share a story or a recent experience at news time.

Personal development, behaviour and welfare are good

Children are happy and separate from their parent with ease. Those that need more time are supported by their key person. The children and staff have good relationships, for example children happily go for a cuddle when they need comfort and reassurance. Children follow good hygiene routines and enjoy social mealtimes where they talk about the things that they have been doing. They are encouraged to be independent and to do things for others. For instance, children help prepare snack for their friends, where they butter toast and cut up banana. Staff work well together, act as good role models for children and promote good manners. For example, children are always encouraged to say 'please' and 'thank you'.

Outcomes for children are good

Children are happy and eager to learn. Children spend long periods of time engaging in outdoor problem-solving activities, for instance working out how to close the gaps between the guttering to stop the water from escaping. Children are well prepared for school, developing the skills they need for the next stage of learning. For example, older children develop their awareness of letters through learning to write their names. Children with special educational needs and/or disabilities (SEND) are supported well. All children, including those with SEND, make good progress from their starting points.

Setting details

Unique reference number	EY279429
Local authority	East Sussex
Inspection number	10108568
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	11 - 57
Total number of places	61
Number of children on roll	88
Name of registered person	Sussex Community Development Association Ltd
Registered person unique reference number	RP523494
Date of previous inspection	1 May 2013
Telephone number	01273 515125

Denton Island Nursery is located within Denton Island Children & Family Centre in Newhaven and registered in 2004. The setting is open each weekday for 50 weeks of the year from 8am to 6pm. The setting receives funding for the provision of free early education for children aged two, three and four years. There are 19 staff who work directly with the children. Of these, 16 hold appropriate early years qualifications at level 3, two at level 2 and one member of staff holds early years professional status.

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