

Birkdale Nursery

8 London Road, BEXHILL-ON-SEA, East Sussex TN39 3JU



Inspection date	30 July 2019
Previous inspection date	23 May 2016

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

- Managers are highly motivated and driven. They use focused improvement plans. This enables them to have a clear and focused drive for future development.
- Managers use a detailed tracking system to monitor different groups of children. This enables staff to quickly identify gaps in learning and provide the support needed to ensure all children make good progress from their starting points.
- The fully inclusive setting effectively supports children who speak English as an additional language. For instance, staff learn key words from a child's home language, offer cultural days and invite parent helpers in to read books in different languages.
- Children form strong attachments with their key person. Staff are attentive to their needs, providing sensitive care. This supports children to settle quickly.
- Staff use good interactions to support children's communication and language skills. For example, they repeat back the correct pronunciation of words for the youngest children and support older children to build sentences.
- Staff make comments and ask open questions to encourage children to develop their own ideas. However, not all staff consistently make full use of their questioning techniques to support children to think critically, especially older children.
- Parents speak highly of the dedicated team of staff. They comment on the 'superb' support they give them to enable their child to learn at home.
- Staff have a good understanding of children's starting points, gained through discussions with parents, home visits and their initial observations.
- The nursery makes good use of additional funding. Managers swiftly identify where funding could be best used to support children's development. For instance, they use early years pupil premium funding to offer children the experience of caring for baby ducklings. This supports children's knowledge and understanding of the world.
- Staff create activities that enthuse children to take part. However, not all activities offer children challenge to the highest level.
- Children enjoy new experiences, such as when they go to another nursery to learn how to safely ride bicycles and visit the local theatre to watch a show.

What the setting needs to do to improve further

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

- strengthen already strong teaching practice to challenge and extend learning further, in particular for older children
- provide even more learning opportunities to extend the children's problem-solving and critical thinking skills and encourage children to predict, evaluate and test ideas.

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's qualifications and policies used by the setting, including children's development records.
- The inspector observed a range of activities and completed a joint observation with the deputy manager.
- The inspector considered the views of the parents.

Inspector

Adam Hawes

Inspection findings

Effectiveness of leadership and management is good

The managers are enthusiastic and supportive of their staff. They have developed a motivated team that works well together to meet the needs of all children. Managers provide a range of opportunities for staff to attend training that is targeted towards staff's professional development needs. For example, recent training in mathematics has supported the strong use of number work at the nursery. Staff know the signs of abuse and neglect and the reporting procedures they must follow if they have a concern. Safeguarding is effective. Staff work collaboratively with teachers from local schools, allowing them to support and enhance their practice. For instance, teachers support staff with ideas on how to support children's preparation for early reading. Managers create opportunities for children to learn about their local community. For example, children enjoy regular visits to a local residential home, developing their social skills as they play games with those who live there.

Quality of teaching, learning and assessment is good

Teaching across the nursery is strong. Staff know the children well and support their interests as they follow their lead. For example, a member of staff supports a child to talk about the marks they are making as they spontaneously press their painted hands onto a wall. Managers model good practice as staff teach, extending staff members' knowledge of different teaching techniques. The recent introduction of peer-on-peer observations further supports this. Staff learn from each other as they share good practice. Staff enthusiastically play alongside the children, positively praising their efforts. This encourages children to keep trying. Children have plenty of opportunity to develop their imaginations and creativity. They use sponges, paintbrushes and their hands to mix paint as they paint stones.

Personal development, behaviour and welfare are good

The environment is stimulating, and children self-select a range of activities both indoors and outdoors. Children enjoy riding bicycles to develop their large-muscle groups and develop their awareness of keeping themselves safe as they climb the climbing wall of a slide. Staff provide healthy and nutritious snacks, and children learn about the importance of a healthy lifestyle. For instance, children grow courgettes in the garden and use them when making a healthy cake. Staff act as positive role models, modelling how to share and negotiate. For example, a member of staff uses some scales to weigh out dough equally to support the children's understanding. Children behave well. They are aware of boundaries and listen carefully to staff.

Outcomes for children are good

Children are confident and eager learners. They are happy in their play, giggling and smiling as they make achievements. Older children develop good skills in readiness for school. For instance, children understand the sounds that letters make, count with ease and confidently write their own names. Children are independent, preparing the snack table with cups and plates, before cutting their fruit and spreading butter on their bread. Children with special educational needs and/or disabilities are very well supported and make good progress from their starting points.

Setting details

Unique reference number	EY431319
Local authority	East Sussex
Inspection number	10062833
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	30
Number of children on roll	42
Name of registered person	Birkdale Nursery Ltd
Registered person unique reference number	RP530841
Date of previous inspection	23 May 2016
Telephone number	01424 212545

Birkdale Nursery registered in 2011 and is in Bexhill-on-Sea in East Sussex. The nursery is open from 8am to 5.30pm for 49 weeks of the year. There are 16 members of staff, 12 of whom hold appropriate early years qualifications. The nursery receives funding for free early years education for two-, three- and four-year-old children.

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