

Inspection of Ferry Road Nursery

Ferry Road, Rye, East Sussex TN31 7DN

Inspection date: 3 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enter the nursery happily, secure in the knowledge that they are safe and secure. Warm and trusting relationships are evident between the children and the adults. Children often seek comfort and reassurance from their key person. Children learn to share and take turns. For instance, they use a timer to wait for their turn on the trampoline and share the water to paint the play house. Children know how to behave and follow the established routines. On the rare occasions children misbehave, staff carefully explain why particular behaviours are not acceptable.

Children of all ages enjoy sharing books with each other and with the adults. They curl up in the cosy book corners to share stories and rhymes. Children can concentrate for lengthy periods of time and have positive attitudes. The youngest children look at the pictures and help to turn the pages. Older children make comments about the characters and join in with repeated refrains. In the pre-school room, children engage in activities related to their favourite stories, such as pouring tea for the tiger. Outside, children ride bicycles of appropriate size and enjoy playing on the see-saw. This helps to support their physical development.

What does the early years setting do well and what does it need to do better?

- Staff have strong partnerships with parents, who are complimentary about the level of communication and the availability of staff to discuss their children's needs. Key persons plan children's next steps and provide advice for parents to support their child at home. Information about children's learning, progress and care are recorded via the online system, which parents can also use to make comments and contributions.
- Children with special educational needs and/or disabilities (SEND) are effectively supported. Staff work with parents to identify children with additional needs. Where necessary, the special educational needs coordinator seeks further advice and support from external professionals, which is followed. Staff make adaptations to each room to ensure that children with SEND have equal opportunities to participate in all activities.
- Staff regularly monitor the progress of their key children and plan appropriate activities, based on children's interests, to address gaps in learning. This helps to ensure children make good progress. However, occasionally, they do not make the activities challenging enough to meet the specific needs of the children.
- Staff meet regularly with the manager to discuss their practice and well-being. They are given constructive feedback to help them improve their practice. Staff performance is further enhanced by additional training, such as therapeutic behaviour management, to develop knowledge and skills.
- The managers and committee are reflective. They are actively seeking grant

funding to improve the outside area. They have plans to create a sensory walk and improved facilities for the children to garden and grow their own fruit and vegetables. This helps to support children's understanding of the environment and healthy eating.

- Staff have forged good links with schools and other settings children attend. They share information about children's learning and progress to help to ensure consistency of care. Children are well prepared for school. They can manage their own self-care. Children can use simple tools independently, such as scissors. In the nursery, when children are due to move rooms, discussions are held between parents and key persons to establish next steps. This helps to ensure that there is a consistency of care and learning.
- In the baby room, staff encourage children to name common animals and items. Staff speak clearly and at the child's level to enable them to see the movement the mouth makes when forming different words. As children move through the nursery, their communication and language skills are well developed. Staff question children effectively, encouraging more detailed responses. At times, staff do not give children enough time to think about and express their ideas, before supplying an answer.
- Children have good opportunities to strengthen the muscles in their fingers to help with early writing. They manipulate a range of equipment, such as modelling tools. They cut and roll the dough to make stars, worms and slugs. Children relate their current learning to previous, remembering that worms live in the soil and comment that this helps them to 'keep warm'.

Safeguarding

The arrangements for safeguarding are effective.

Staff have recently undertaken training to keep their knowledge of safeguarding issues up to date, including those of radicalisation and county lines. Staff can recognise the signs that may suggest a child is at risk of harm. They know who to contact, and the procedures to follow if they have concerns about a child's safety or welfare. The procedures for reporting worries about a member of staff, including the manager, are familiar to all staff. Staff check the premises daily to ensure that they are safe for children to use. There are effective systems in place to keep children safe in the event of a fire.

What does the setting need to do to improve?

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

- consider children's specific learning needs when planning activities to ensure they consistently and precisely target these and provide challenge
- allow children time to respond to questions before supplying a response.

Setting details

Unique reference number	EY221699
Local authority	East Sussex
Inspection number	10262985
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	42
Number of children on roll	68
Name of registered person	Ferry Road Nursery Committee
Registered person unique reference number	RP907421
Telephone number	01797 226992
Date of previous inspection	13 April 2017

Information about this early years setting

Ferry Road Nursery registered in 2002. It located in Rye, East Sussex. The nursery is open Monday to Friday, from 8am until 6pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs 16 members of staff; of these, nine hold relevant early years qualifications at level 3 and one member of staff holds a relevant early years qualification at level 4 and one at level 6.

Information about this inspection

Inspector
Jill Thewlis

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the nursery.
- The manager took the inspector on a learning walk and discussed the learning experiences planned for the children.
- At appropriate times during the day, the inspector spoke to parents, children and staff and took their views into account.
- The inspector spoke with the managers and staff about their responsibilities in keeping children safe from harm.
- The managers and the inspector observed the interactions between children and staff and discussed the learning that took place.
- The inspector reviewed documents relating to safeguarding, suitability and record keeping.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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