

# Tom Thumb Nursery

12 The Avenue, Eastbourne, East Sussex, BN21 3YA



## Inspection date

28 March 2017

Previous inspection date

18 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of staff interactions with children is variable. For example, staff do not always provide children with sufficient challenge or deploy themselves effectively to help children to consistently engage in meaningful play and learning.
- The manager does not effectively monitor staff practice to identify all weaknesses and raise the quality of teaching and children's outcomes to a consistently good level.
- The manager and staff have not effectively addressed previous recommendations. For example, sometimes staff still direct play for long periods of time and children do not have enough opportunity to make their own choices in play.
- Self-evaluation is not used effectively to identify and address key areas to improve.

### It has the following strengths

- Staff are caring and build positive relationships with children. They get to know them well and children feel happy, settled and secure. For example, babies enjoy cuddles with staff, and older children proudly show staff what they make throughout the day.
- Parent partnerships are effective. Staff regularly update parents on their children's learning and share their current next steps. Parents actively contribute their own observations of children's achievements from home.
- The manager and staff monitor the development of individual and groups of children closely. They work with other professionals to offer further support where needed. For example, through small group work to support children's communication skills.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ improve the systems for monitoring staff practice to provide further support, coaching and training to staff to help raise the quality of teaching to a consistently strong level	28/05/2017
■ improve the arrangements for staff deployment, and the quality of staff interactions with children, to ensure children are consistently engaged and challenged in their learning and make the best progress.	28/05/2017

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

- improve the organisation of daily routines and give children more time to choose their own play to help them engage more in their learning
- make effective use of self-evaluation to identify weaknesses in staff practice and children's experiences and help make further improvements to children's outcomes.

### Inspection activities

- The inspector observed teaching practices and the impact these had on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting'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 held discussions in relation to children's learning and progress.

### Inspector

Ben Parsons

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. Staff have a suitable understanding of child protection issues and know how to report any concerns about a child's welfare. The manager ensures all staff are suitable and thoroughly vetted. She offers support and coaching to staff, such as through individual supervision meetings and observations of their practice. However, she has not sufficiently identified and acted on the weaknesses in teaching and daily routines to help children fully engage in their learning. Although self-evaluation is not fully effective, the manager and staff have made some positive improvements to the provision. For example, they introduced a new online assessment system. This helps staff to check children's development closely and plan precise next steps in learning.

### **Quality of teaching, learning and assessment requires improvement**

Staff plan effectively to support children's development needs. However, they do not consistently extend children's thinking and offer further challenge as children play. For example, staff miss opportunities to ask thought-provoking questions. At times, pre-school children do not have enough opportunities to explore their own ideas in play. Staff support children's early literacy skills well. For example, older children enjoy daily 'letters and sounds' sessions and younger children enjoy interactive story times. Staff encourage children to explore using their senses. For example, young children enjoy playing musical instruments and exploring rice; watching it fall through their fingers.

### **Personal development, behaviour and welfare require improvement**

Children learn about the importance of exercise and a healthy diet. They have daily opportunities to explore and play in the well-resourced outdoor environment and take part in regular physical sessions, such as dancing and football. Children learn how to manage their emotions and how to socialise with other children. They make positive early friendships and happily share and take turns as they play. However, staff do not always create exciting learning environments for children to help consistently motivate and engage them in their learning. For example, at times babies have to wait for activities to be prepared and some learning opportunities for pre-school children are not inviting.

### **Outcomes for children require improvement**

Children, including those who have special educational needs and/or disabilities, make suitable progress to prepare them for school. However, due to the variable quality of teaching and learning environments, children's learning is not consistently extended to help them make the best possible progress. Babies communicate well and learn new words as they play. They have secure physical skills and enjoy playing on seesaws and slides. Older children listen well to instructions and follow rules well, such as when playing hide and seek. They enjoy creative activities and pay attention to detail as they create collages.

## Setting details

<b>Unique reference number</b>	EY312715
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	1085836
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	128
<b>Name of registered person</b>	Claire Louise Townsend
<b>Registered person unique reference number</b>	RP514559
<b>Date of previous inspection</b>	18 February 2015
<b>Telephone number</b>	01323 647630

Tom Thumb Nursery registered in 2005. It is located in Eastbourne, East Sussex. The nursery is open between 7am and 7pm each weekday, all year. The setting employs 16 staff members, of whom one holds a relevant qualification at early years professional status, two at level 4, seven at level 3 and three at level 2. The setting receives funding for the provision of free early education for children aged two, three and four.

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