

Little Common Nursery

Birkdale Hall, Birkdale, BEXHILL-ON-SEA, East Sussex, TN39 3TR



Inspection date

27 September 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the 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

- Staff have warm, caring relationships with children. They are very sensitive and responsive to their individual needs. Staff support children's emotional and physical well-being particularly well.
- Children are eager to take part in a wide variety of stimulating activities that staff plan based on a good understanding of their interests and needs. Children make good progress in their development from their starting points.
- There are strong partnerships with parents. Staff work with them very closely, and use a variety of successful strategies to involve parents in their children's learning. For instance, parents can borrow activity packs, resources or recipe cards to continue activities at home. Staff also offer valuable support and advice to families as a whole.
- The management team monitors the nursery effectively and accurately identifies areas for further development. For instance, well-targeted improvement plans are in place to expand outdoor learning experiences even further.

It is not yet outstanding because:

- Staff do not fully extend opportunities for children to share their lives, home languages and experiences, and take part in activities that help them learn about diversity.
- On occasion, staff are too quick to give children the answer to questions, and do not consistently give them enough time to work out their own solution to problems.

What the setting needs to do to improve further

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

- extend opportunities further for all children to share their home experiences and to develop an even broader understanding of diversity
- build further on staff questioning skills, so children are given more opportunities to think about their answers and to work out solutions for themselves.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the senior manager, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the senior manager.
- The inspector sampled relevant documentation, such as evidence of staff suitability, children's records and the setting's self-evaluation.
- The inspector spoke to parents and read parent questionnaires, to take account of their views.

Inspector

Rebecca Khabbazi

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The managers complete thorough checks of staff to make sure they are suitable to work with children. Staff have a good understanding of how to recognise and report any concerns about a child's welfare or well-being. The managers monitor staff performance effectively, for instance, by meeting with them individually and regularly observing their practice. Staff receive good support to develop their knowledge and skills, for example, through in-house training and local courses. They make good use of what they learn to help further improve children's experiences. For instance, a course helped them successfully review and update how they encourage positive behaviour within the setting. Staff work well with other settings children attend, and any other professionals involved, sharing information to ensure a consistent approach.

Quality of teaching, learning and assessment is good

Staff monitor children's development closely and quickly identify any areas where they are doing well, or where they need more support. They make sure detailed individual plans are in place promptly where needed, and use any additional funding well to help children catch up. Staff build on children's interests well. For instance, a conversation about moving house led children to make their own pretend houses out of recycled materials and big blocks outside. Staff encourage children to use their imaginations and express their ideas during creative projects. They successfully encourage children's interest in stories, for instance, by helping them act out familiar tales using toys.

Personal development, behaviour and welfare are good

Staff get to know children well. For instance, they make home visits before children start and gather detailed information from parents. Staff are good role models and offer children calm, consistent guidance and support. Children settle quickly and behave well. Staff prioritise children's safety. They check the premises thoroughly to help identify and remove any hazards, and they supervise children closely at all times. Staff help children to develop a good understanding of how to keep themselves safe. For instance, they encourage children to think about why they need to ride the bicycles carefully and avoid crashing into each other. Children enjoy daily opportunities to be active and play outside.

Outcomes for children are good

Children are confident and settled. They grow in independence and enjoy taking responsibility for simple tasks, such as pouring their own water or spreading toppings on their bread. Children play well together. They show care and concern for their friends and learn to share and take turns. Older children confidently use mathematical language in their play. For example, they compare the size of the boxes when they make models. They practise their early writing skills, such as making patterns in foam or rice. Children develop good physical skills. For instance, they competently cut straws with scissors. They are well prepared for their future learning and move to school.

Setting details

Unique reference number	EY490162
Local authority	East Sussex
Inspection number	1021464
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	21
Number of children on roll	26
Name of registered person	Fellowship of St. Nicholas(The)
Registered person unique reference number	RP520763
Date of previous inspection	Not applicable
Telephone number	01424 848574

Little Common Nursery registered in 2015. The nursery is open from 8.30am to 3.30pm each weekday, during term time. There are six members of staff, all of whom hold relevant childcare qualifications. The senior manager holds early years professional status. The nursery receives funding to provide early education for children aged two, three and four years.

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