

# Young Sussex Nursery (Dyke Road)

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 130732                                    |
| <b>Inspection date</b>         | 13 September 2007                         |
| <b>Inspector</b>               | Christine McInally                        |
| <b>Setting Address</b>         | 193 Dyke Road, Hove, East Sussex, BN3 1TL |
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| <b>Registered person</b>       | Ingrid Boyd                               |
| <b>Type of inspection</b>      | Integrated                                |
| <b>Type of care</b>            | Full day care                             |

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Young Sussex nursery opened in 1995. It is privately owned and is one of three nurseries operated by the same provider. It is situated in a large house in the Seven Dials area of Brighton. The nursery serves the local area. The nursery is registered to care for 91 children at any one time. There are currently 114 children on roll, of these, 34 receive nursery funded education. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and a number of children attend who have English as an additional language. The group operates five days a week all year round except bank holidays. Sessions are from 08:00 to 18:00. There are 22 full time staff who work with the children, all the staff hold recognised early years qualifications. There are also four trainees who are currently unqualified, however, they are not included in the ratios. The setting receives support from a mentor from the Early Years Development and Childcare Partnership and takes part in QUILT (Quality in Learning and Teaching) a quality assurance scheme. The nursery is a member of the National Day Nurseries Association.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is outstanding.

Children are cared for in an extremely clean, welcoming environment as there are stringent procedures in place to ensure that all areas of the nursery are consistently kept clean and hygienic. This ensures the highest precautions are taken to prevent cross-infection. Children's health is effectively promoted as the staff take positive steps to promote good hygiene routines. This encourages children to begin to take responsibility for meeting their own health needs. Children know that they must wash their hands before eating and after using the toilet, they talk about washing the germs off their hands to make sure they are clean. Relevant documentation is in place to record accidents and administration of medicine, which helps to protect children's welfare.

Children enjoy playing outside in the excellent, exciting and well-resourced garden. All children have free access to the garden; even the youngest babies are able to crawl freely from indoors to their own garden area. Staff enable children to fully explore the natural environment, such as splashing in water or as they explore with the wet mud making 'pies' or patterns on the wall with it. Staff join in and ensure children do not worry about getting muddy or wet, as there are effective routines after outside play to ensure that children wash their hands thoroughly or are quickly changed out of muddy or wet clothes, if necessary. Staff have a sound knowledge of Birth to three matters; they use the guidance well to provide a range of physical play experiences for babies and young children. All children are able to rest and be active according to their needs.

Lunch and snack times are social occasions when children talk and laugh with their friends and staff. Children particularly enjoy using the snack bar style system to help themselves to refreshment during the session at a time that suits them. All staff show an excellent commitment to promoting healthy eating, displays on the wall show foods that can be eaten rarely, occasionally or freely. Meals are provided by an external caterer or parents can also provide packed lunches if they wish and are given guidance on what to include and what not, for example, the nursery has a no nuts policy. Topic work and food tasting activities further enhance children's understanding of healthy foods. Younger children are encouraged to be independent and are supported well by staff as they begin to feed themselves.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children enjoy their play in an extremely safe environment because staff are exceedingly vigilant and use thorough risks assessments to reduce potential hazards. Space within the well-designed nursery is effectively organised, allowing children to move around safely, freely and independently. The nursery operates a 'free flow' approach which allows children to move freely from the indoor space to outdoors as they wish. This promotes children's independence and self-esteem. Children are enthusiastic explorers when playing outside and staff have created an extremely safe environment for them to do this. Staff have an excellent understanding of how to use this area to achieve a balance between freedom and setting safe limits. This allows children to learn some sense of danger in a safe environment.

The nursery is extremely bright, colourful and welcoming to children. Highly effective storage arrangements enable all children, including babies, to self-select their own toys. Children can

easily see what is available and make their own independent choices, encouraging freedom of choice and equal opportunity. Children use a wide range of high quality toys and resources appropriate to their age and stage of development. Children begin to develop an understanding of keeping themselves safe as they practise fire evacuation procedures. They also learn about safety through staff's clear and simple explanations as to why a rule is in place, for example they know not to run inside the nursery as they might fall and hurt themselves.

Children are well protected by staff that have an excellent understanding of safeguarding policies and procedures. They undertake appropriate training and regularly update their knowledge to ensure they have a secure understanding of how to promote children's welfare. All of these measures considerably contribute to the safety and welfare of the children.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children arrive happy and eager to participate, enjoying their time at the nursery. They enthusiastically participate in the interesting, stimulating and exciting range of activities provided. Staff are accomplished in extending children's learning and they are extremely well motivated by the challenges set throughout the day. They achieve well because staff are skilled and use their understanding of early years guidance, such as Birth to three matters and the curriculum guidance for the Foundation Stage, to provide good quality care and education. Staff are beginning to use children's assessment records to help inform the planning. Children show considerable independence and make choices about the toys and resources they want to play with. A wide range of appropriate resources and activities effectively promote children's development.

Babies and toddlers enjoy lots of physical contact with the staff which enables them to feel extremely secure and play contentedly. All staff are exceptionally attentive towards the babies, they quickly comfort and pacify babies and have an extensive knowledge of their personal needs. There is an exceptional amount of toys and play materials for babies to explore colour, shape and texture. Staff give very good support to young babies as they become more mobile. Staff value children's contributions and creations, displaying them attractively on wall displays, developing children's self-esteem.

Staff know all the children extremely well and form close, loving relationships. A quality range of play opportunities enables children to explore, experiment and investigate. Children benefit from a fun, relaxed and caring environment, where learning is fun and all experiences are positive. This enables children to thoroughly enjoy their time at nursery and develop close friendships with their peers and the staff.

### **Nursery Education**

The quality of teaching and learning is good. Planning is good, links clearly to the stepping stones and ensures a wide range of activities and experiences are provided to extend children's learning. Observations, assessments, photographs and examples of children's work provide evidence of learning, and are beginning to be used to inform the planning. Staff themselves highlighted this as an area in which they felt they need more training. Children flourish as the balance between adult and child-led activities allows them to learn at their own pace. Staff encourage children to make decisions and to self-select resources and equipment.

Children are fascinated by an extensive range of imaginative, relevant activities related to their needs. For example, as they become engrossed in the obstacle course pretending they are 'Super Heroes' on a rescue mission. They access a comprehensive range of well chosen resources which support their progress across all areas of learning. Children form good relationships with each other and the staff, they show concern and are sensitive to other's needs. Staff and children alike laugh together and enjoy very good relationships helping to support their personal development. All children are eager to learn, self assured in their play and confident to try new experiences. Children develop a healthy interest in books, they enjoy sharing stories with adults and peers and delight in predictable endings. They are confident speakers, and understand they can use writing for a variety of purposes and are beginning to write for themselves. Children skilfully use and recognise numbers in everyday activities, for example, readily identifying the number four on a Thunderbird model. Children count confidently and recognise numbers that are important to them. They choose number activities during free play and enjoy number rhymes and songs.

Topic work and practical activities arouse children's natural curiosity and develops their exploration and investigation skills. They learn about nature as they study the mini beasts in a specially designated area of the garden. Staff consistently chat to children during activities and everyday situations encouraging them to talk about their life and families. Plans show an interesting range of topics which encourage children to find out about past and present events. Photographs are used extremely well to support children in these activities. They confidently use battery-operated toys and the computer, showing a full understanding of technology. Children move confidently showing a good awareness of space and others in both the indoor and outdoor space. There are many resources freely available for children to make their own pictures and experiment with art and craft materials. This enables children to develop their own creativity and explore using a range of textures, media and techniques. Children express themselves creatively using all of their senses, such as food tasting activities, to actively explore a stimulating range of new experiences.

### **Helping children make a positive contribution**

The provision is outstanding.

Children are treated with respect helping them to feel good about themselves. Staff have very positive attitudes towards diversity. Children are developing an awareness of their own and other cultures through an extensive range of resources, planned activities and as they celebrate a variety of festivals. The Our World Poster in the baby room shows the babies' links with all parts of the world, celebrating the diversity of the children's backgrounds. All children are highly valued as individuals; their needs are effectively met using the information gathered from the parents, and children themselves, when they first start at the nursery. Staff know all the children exceptionally well and have an extensive knowledge of children's individual needs, care routines and personal preferences. Staff pay full attention to parents' requests and wishes, for instance, the youngest babies follow their own individual routines. Good use of visual symbols and dual language labelling enables children learning English as an additional language to participate fully in the activities and make good progress. There is strong support in place for children with learning difficulties and/or disabilities. A designated Special Educational Needs Co-ordinator is in place and there is total commitment amongst all staff in promoting inclusion. Children's spiritual, moral, social and cultural development is fostered well.

Children behave exceedingly well, they are extremely enthusiastic and well motivated; they benefit from the consistent praise and encouragement offered. Staff support younger children in sharing and turn taking. Children learn about themselves and their own capabilities. Staff

set consistent boundaries for older children which helps them learn to negotiate with others and take responsibility for their own behaviour. Excellent displays of children's work adorn the walls helping to develop their self-esteem. Children gain confidence as staff acknowledge them as important individuals.

Partnership with parents and carers is good and this contributes considerably to children's well-being while at the nursery. Parents receive good information about Birth to three matters and the Foundation Stage. Staff are very friendly and extremely approachable they ensure that all parents know how their children are progressing and developing. Children's learning is enhanced from this sharing of information between staff and parents.

## **Organisation**

The organisation is outstanding.

Children flourish in the extremely warm, relaxed and caring atmosphere throughout the nursery. Their care is greatly enhanced by the exceptional quality of organisation. The leadership and management of nursery education is outstanding. Staff work well together as a team and are committed to continual improvement. They recognise that self-evaluation is the key to continuous improvement and rigorously monitor and assess their provision, practice and children's progress. They have a vision of where they are going with the nursery and have put in place effective systems to help them achieve their goals. They use innovative and imaginative strategies to encourage a strong team ethos, for example, the 'Celebrating Achievements' board where staff's training achievements are displayed for parents to see.

Children feel at home and are at ease in the well-organised environment. All children receive excellent support from a staff group that enjoys their company and knows them extremely well; helping them feel secure and confident. Clear communication and guidance allows staff to provide a stimulating well-balanced programme. There are regular appraisals that identify training needs and staff are actively encouraged to enrol on relevant courses. This supports staff in their role and ensures they have the latest and most relevant information available. Policies and procedures are used effectively to promote the welfare, care and learning of children. All aspects of the children's care and learning are discussed with the parents, who are kept well informed of their child's achievements. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Following the last inspection the nursery now provides parents with excellent information on the educational programme. This includes imaginative displays on the activities provided and how they link with the children's learning and development. This enables parents to take a full and active interest in their children's learning and nursery activities.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the use of assessment records to help inform planning for the children's next stage of learning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)