

Growing Up Green

Inspection report for early years provision

Unique reference number EY314344
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Inspector Christine McInally

Setting address 138 Beaconsfield Villas, Brighton, East Sussex, BN1 6HQ

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Growing up Green opened in 2005 and is a privately owned nursery. It operates from several rooms in converted premises in Brighton, East Sussex. There is access to outside play areas. A maximum of 60 children, in the early years age range, may attend the nursery at any one time. The nursery is open Monday to Friday from 08:00 to 18.00 hours all year round. Children attend for a variety of sessions.

There are currently 125 children aged from birth to under five years on roll. Of these 52 receive funding for nursery education. The provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery supports children who have learning difficulties and/or disabilities, or who speak English as an additional language. The nursery employs 20 staff, of these, 15 including the managers hold appropriate early years childcare qualifications, the others are all working towards a qualification. The setting receives support from the City Early Years and Childcare team and takes part in QUILT (Quality in Learning and Teaching) a quality assurance scheme.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Staff are extremely well supported, motivated and inspired by the highly experienced and skilled management team, who have a clear commitment to them and the nursery as a whole. There is an overriding commitment to inclusion and staff act as excellent role models for the children, fostering a positive attitude to diversity. Children's physical and emotional security is well catered for allowing them to play and learn in a relaxed environment. The setting has a high capacity to maintain continuous improvement as they regularly evaluate and make positive improvements to the care that children receive.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- introduce opportunities for children to be involved in planning the lunch menus.

The leadership and management of the early years provision

The management team, which includes the two owners, manager and deputy, is totally committed to their staff and children and has a very clear vision for the nursery. This is reflected in the effective and enthusiastic day-to-day management of the setting. A high priority is given to ongoing personal development and staff are well supported and given clear direction through regular team meetings and the open-door style of management used. As a result, staff are highly motivated

and work extremely well together, sharing a common sense of purpose. The learning environment is very well organised with easy access to resources that meet the needs of all children. Comprehensive policies and procedures are in place and followed vigilantly by the staff to ensure children's welfare is effectively safeguarded and promoted. Robust recruitment and induction procedures ensure that all adults working with the children are both suitable and well prepared for their role. The nursery has a highly effective evaluation system in place which enables them to develop and enhance on their strengths and to improve on any weaknesses identified. When evaluating what they provide staff take an honest approach to their setting as they are keen to improve the care the children receive. The nursery has addressed the recommendation made at the last inspection by ensuring that the accident and medication records are accurately maintained at all times.

Extremely detailed and informative information is given to parents before their child starts the nursery and this, combined with several induction sessions, enables both parent and child to become familiar with the setting's routines. Parents are also kept up to date with significant events that are happening during their child's time at nursery through the nursery website, regular newsletters and dedicated notice boards. Staff work extremely closely with parents in relation to the provision of nursery education, providing relevant information regarding nursery activities as well as regular meetings to review progress. Children's development files are always easily accessible to parents. Their contributions to these files are highly valued by staff, ensuring the ongoing continuity of care for each child. Parents are offered good opportunities to be involved in their child's learning through the use of the 'activity boxes' which are themed and include ideas for activities to do at home. Links with other providers are well established, effective and promote the integration of care.

Well documented regular risk assessments and the use of the accident records enable staff to identify and address potential dangers quickly. There is a written policy for safeguarding children and procedures follow the Local Safeguarding Children Board's guidelines. All staff have attended training on child protection and have a good understanding of the procedures to follow should they have any concerns about a child in their care. This helps to safeguard children from harm.

The quality and standards of the early years provision

Children are very happy and extremely well settled in the nursery. Daily activities are very well planned taking into account children's individual interests and needs. Next steps in their learning and development are clearly identified and provided for, and their progress, interests and achievements are clearly recorded. These records show the very good progress children are making towards the early learning goals and successfully engage parents in their child's learning and development. They access a comprehensive range of well chosen resources which support their progress across all areas of learning. 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 them 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. Children form good relationships with each other and the staff, they show concern and are sensitive to other's needs. They talk about their emotions as they play with the 'feelings' masks and learn about differences in others and to show understanding. 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 acting out favourite stories. Children skilfully use and recognise numbers in everyday activities. They count confidently and recognise numbers that are important to them. They choose number activities during free play and enjoy number rhymes and songs. Children are fascinated by an extensive range of imaginative, relevant activities such as 'walking on the moon' as part of a topic on space. They learn about nature as they grow vegetables in 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 the computer, showing a full understanding of technology. All children are included and play a full part in the setting because staff value and respect their individuality and the family context of each child. Many resources reflect diversity, successfully helping children to become aware of a wider society, including, small world toys, books, instruments and a wide range of positive images on display. For example, the 'Our Families' display in the pre-school room celebrates the diversity of the children's own backgrounds.

Children enjoy an extensive range of activities and experiences both indoors and out, which actively contribute to their good health and well being. For example, daily access to outdoor play, regardless of the weather, ensures children develop physical skills and stay healthy. Children enjoy using the snack bar style system to help themselves to refreshment during the session at a time that suits them. Children enjoy a wide range of delicious and highly nutritious snacks and meals that are planned and prepared on site, this combined with activities about healthy eating, promotes the children's good health overall. However, the setting has identified that further improvements could be made by involving children in planning the lunch menus. 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 road safety through outings and trips in the local area. Children are polite, well behaved and learn to consider the needs of other people. They confidently solve problems together and develop appropriate skills for their future well-being as they learn to share and take turns with their friends or as they learn about recycling.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met