

# Jump Start Nursery

Inspection report for early years provision

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**Unique reference number** EY380580  
**Inspection date** 23/04/2009  
**Inspector** Chris Mackinnon

**Setting address** Moulsecoomb Children's Centre, Hodshrove Lane, Brighton,  
East Sussex, BN2 4SE  
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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

Jump Start Nursery is situated within Moulsecoomb Children's Centre in Brighton and Hove. The nursery is accessed by lift or by a short flight of steps. Child care is provided in a range of rooms and play areas, with children also have access to an outdoor play area. The nursery is open from 08.00 to 18.00, Monday to Friday for most of the year. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children within the early years age group may attend at any one time, and the nursery currently has 29 children on roll. The Children's Centre provides integrated support for families living in the local community and some children with additional needs who attend Jump Start nursery can receive Sure Start funding. There is a staff team of eight and nearly all have recognised childcare qualifications, with three staff working towards Early Years Professional Status.

## Overall effectiveness of the early years provision

The overall quality of the provision is good. The nursery is well organised and successfully supports children's welfare and learning, with children's security and safety also well managed and maintained. Staff key persons demonstrate a good knowledge of the individual children in their care, and children engage in many stimulating and challenging activities. As part of a Children's Centre, the nursery staff take care to work in partnership with parents, to promote individual children's progress and all their care and development needs. A well organised play programme effectively encourages children's learning and achievement, and the nursery staff are able to assess their practice and support improvement. Children develop and achieve successfully at the nursery, and parents also benefit from the close support the nursery provides.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop self evaluation systems and reflective practice within the setting

## The leadership and management of the early years provision

The nursery is a well organised and well managed child care provision. The staff work together well and are clearly aware of their roles and responsibilities. The manager is responsible for ensuring staff are effectively deployed and she is ably supported by a deputy who is the nursery's principle early years practitioner. The level of staff training is high, with almost all staff qualified to NVQ level 3 and three staff also completing training for early years professional status. The younger children's section has a fully qualified member of staff in charge and an effective key person system has also been established, to support and maintain individual

children's progress. The nursery has many notable strengths within its child care practice, particularly with the successful organisation and delivery of the Early Years Foundation Stage learning programme. Another important strength is the provision of a well prepared learning environment, that effectively stimulates and encourages children's learning. There is also a definite strength in the ability of staff to engage with individual children and successfully extend their progress and development.

Staff are confident in their ability to develop children's learning effectively and widen their play experiences. For example, by changing and adapting the play and learning activities and range of resources, children are further enabled to learn more and follow their interests. The nursery also effectively demonstrates a strong commitment to continuous improvement, by the way it has responded to the advice given at registration, concerning the children's sleeping arrangements and the production of a clear range of written guidance policies and procedures. Staff have also recently made improvements to how individual children's learning progress is recorded. Staff demonstrate a growing confidence in the methods they use to reflect and evaluate the play and learning, but a need has been identified to further develop the self evaluation systems and reflective practice within the nursery.

The nursery is part of a Children's Centre and staff work closely with parents to establish supportive relationships that helps to foster their children's welfare and learning. Staff key persons take care to know the family backgrounds of the children in their care, and through much regular contact, parents can see how their children develop and progress. The nursery provides a large and well organised parents notices and display area, and the manager and key person staff are clearly identified to parents, to encourage contact. The nursery also makes good use of a well prepared parent's room for consultations with parents and to view video diaries of how children explore resources and develop their play. The nursery also has a strong community awareness and takes note of each family's range of needs, and how it can best serve local parents. Safeguarding and procedures to protect children from harm are effectively organised within the nursery. Staff are well trained and have a high level of safeguarding awareness. Children's security and safety is consistently monitored and staff and key persons make sure individual children's care needs are met and promoted.

## **The quality and standards of the early years provision**

The nursery has established a well organised learning and development programme, which is a significant strength in its provision of care for children. Staff make good use of the EYFS principles of the unique child and providing an enabling environment, as the basis of their planning of the learning programme. Staff also use information on individual children's learning stages and interests to generate a wide range of stimulating learning. Over a two week period the nursery's planning sets out a series of play activities that effectively includes all six of the early learning goals, and also ensure children have personalised and active learning. Each section of the nursery has a well organised activity plans that provide clear guidance for staff on the resources needed and the learning

intentions of each activity. For example, with the youngest children, key persons identify each child's learning stage, and through involvement in focused activities, staff are able to promote children's achievement in specific learning areas. The younger children also enjoy exploring a wide range of tactile resources and play materials, and a good example is use of water and sand to provide fun and stimulation. Staff then add other play items and resources to widen children's learning experiences.

Children's exploration and progress through the six early learning goals is well organised within the nursery. Staff show much skill and ability in supporting individual children and helping them to develop their learning. A good example in the younger children's area, is the use of different texture materials, arranged on a Velcro strip for children to pull and explore, encouraging their physical and manual skills. In the older children's area, all the six learning goals are also well explored, particularly during role play games, both indoors and in the nursery's outdoor play area. Children particularly enjoy inventing journeys and talking about where they have been, or where they are going, showing good use of words and language and knowledge of the world. Children also enjoy a wide range of table-top activities that involves the use of tools and a variety of different materials, providing many good opportunities for children to choose and count items, and learn about shapes and sizes.

The observation and assessment of children is also effectively organised within the nursery. Staff key persons monitor their children's progress and development, using clearly organised learning folders for each child. These records note children's achievements, with many photos used to provide clear evidence of children's involvement in activities. The recording of children's progress has recently been reviewed and updated within the setting, with the recent introduction of more regular, written assessments made to form a clearer picture of each child's development and learning progress. Staff successfully include parents and help them to be involved in the nursery's learning programme. Parents are able to meet frequently with their children's key-persons, and staff are able to show parents their children's learning records and discuss their development. Staff also take care to advise parents and provide guidance on how they can support their children's learning at home.

The nursery provides much good quality support for children's welfare. Staff follow clear procedures and are well deployed to ensure children are safe and secure. The nursery also has many well organised and effective safety measure in place. Staff successfully promote children's healthy growth and development. The nursery benefits from having all food and snacks prepared on site and a good range of healthy meals and food choices are available for the children. Staff also successfully promote children's awareness healthy eating and experience of different food tastes. The nursery provides children with a well prepared and stimulating learning environment. A wide range of interesting play resources, plus many bright and colourful wall displays and visual material helps to create attractive and challenging play areas for children. For example, the nursery has a well prepared sensory area where children can encounter a wide range of sound and light resources to widen their awareness and enrich their play. The nursery also has several well prepared soft play areas, which can be used for small group

activities and promoting children's interest in books and stories.

The nursery provides a good range of attractive and engaging play and learning activities that effectively support children's achievement. The organised activities are well planned to consider the ages and abilities of the children attending. For example, the youngest children greatly enjoy exploring and manipulating toys and resources and have play and learning that greatly supports their physical development. The older children benefit from a good range of activities designed to challenge their thinking and encourage creative and imaginative skills. Children's confidence with using a range of tools is also evident within the nursery and children develop many practical skills that will support their future learning needs.

Staff are able to manage children's behaviour effectively, and children are successfully encouraged to share and help each other. For example, during group times, children are encouraged to get to know each other and learn how to play together and share resources. Also during role play and outdoor play activities, children are successfully encouraged to take turns and be aware of others around them. The nursery maintains good and effective links with parents and carers, which is a key element in the nursery's role as part of a Children's Centre. The nursery staff have well organised methods to help parents play a part in their children's early years. Staff key persons take care to ensure parents know about their children's achievements, and many well presented photo displays are in place, showing children with their families and enjoying their learning. Children effectively learn about diversity within the nursery and have many planned activities that promotes their awareness of the wider world. The nursery also celebrates a good range of other culture festivals throughout the year.

## 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

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?   | 2 |
| The capacity of the provision to maintain continuous improvement.   | 2 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others?                            | 2 |
| How well are children safeguarded?  | 2 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?  | 2 |
| How well are children helped to be healthy?   | 2 |
| How well are children helped to enjoy and achieve?  | 2 |
| How well are children helped to make a positive contribution?   | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

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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