



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 130674

DfES Number: 583032

### INSPECTION DETAILS

Inspection Date	22/07/2004
Inspector Name	Christine McNally

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Sussex House Nursery
Setting Address	Sussex House, Abbey Road Brighton East Sussex BN2 1ES

### REGISTERED PROVIDER DETAILS

Name	Brighton & Sussex University Hospitals NHS Trust
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### ORGANISATION DETAILS

Name	Brighton & Sussex University Hospitals NHS Trust
Address	Sussex House, Abbey Road Brighton East Sussex BN2 1ES

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Sussex House Nursery is owned and managed by Brighton and Sussex University Hospitals NHS Trust and the nursery serves staff who work for the Trust.

The nursery is accommodated in a self-contained, purpose built unit within one of the hospital buildings. The nursery comprises of five playrooms and a safe, secure outdoor area. Entry to the nursery is gained through an intercom system which is monitored by a camera.

The nursery is open all year, from 07:00 to 18:00 Monday to Fridays. The nursery is registered for up to sixty-seven children aged under five years. Currently there are 110 children on roll, of these 23 are funded three-year-olds and 8 are funded four-year-olds. The nursery has experience of caring for children identified as having special educational needs and for those for whom English is an additional language. Children attending are representative of the diversity of people working in the Trust.

Including the manager, there are 20 members of staff, of these 18 hold a recognised qualification in childcare. The other two members have very good experience of caring for young children.

The nursery receives support from the local Early Years Development and Childcare Partnership.

### How good is the Day Care?

The standard and quality of care at Sussex House Nursery is good.

The nursery provides a very warm, child friendly environment; children are happy, confident and well settled. There is an excellent operational plan in place which helps guide the staff team in their daily practice. All the relevant paperwork is in place and is well maintained. The nursery is extremely well organised to provide a rich learning environment both indoors and out. Good safety measures are in place and children are safe and extremely well cared for. Following the installation of new

windows in the baby room, pipes below have been boxed in at a height that poses a minor hazard to young children. The nursery provides nutritious, varied and well balanced healthy meals for all children aged over one year.

Staff form warm, caring relationships with the children and their individual needs are well met. They plan and provide a wide range of worthwhile, interesting and stimulating activities and children are well motivated to learn. The nursery organises space and resources creatively to support learning. Children confidently choose resources and activities for themselves. They enjoy participating in a range of activities which stimulate their senses and they are making good progress in all areas of development.

Partnership with parents is very good. There are formal and informal systems to share information on children's achievements and progress. The nursery actively looks for ways to involve parents in their child's learning and time at nursery.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Staff form warm, caring relationships with the children, and know them well. They spend a lot of time talking and playing with them. Children are happy at the nursery, they relate well to each other and to the adults present.
- The nursery creates an environment that encourages good behaviour and staff are confident in their management of this. Children respond well to the consistent praise and encouragement. They readily take part in activities, help to tidy away resources and are well behaved.
- The excellent operational plan with clear, comprehensive policies and procedures demonstrates clearly that the manager and staff team have a very good working knowledge of the Standards. This ensures an environment that supports all aspects of children's care and development.
- In all areas children are provided with well-planned activities which help build on their curiosity and promote their learning.
- Provision for the babies and children under two is very good. Staff give excellent attention to meeting babies individual needs and plan activities well to give babies and toddlers interesting sensory experiences.

#### **What needs to be improved?**

- the accessibility of the boxed-in pipes to babies.

#### **Outcome of the inspection**

Good

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
4	Make safe the boxed-in pipes below the windows in the baby room.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for funded education at Sussex House Nursery is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff have a clear understanding of the stepping stones and the early learning goals and this is reflected in the planning. Staff plan an interesting and stimulating range of activities and understand what children learn from them. They offer good support to children in their chosen activities; they question them effectively encouraging them to think for themselves. Activities are presented in an enthusiastic manner, they are interesting and fun and children are keen to participate. Staff are skilled in using everyday situations to develop children's understanding of number and their language skills. Resources are of good quality, with many reflecting diversity, they are well organised to support children's learning.

The nursery has an effective assessment system in place that enables them to record children's progress towards the early learning goals. The information gathered is continually evaluated and used well to plan for the children's next stage in learning.

The leadership and management is very good. the manager and deputy understand their differing roles and responsibilities and motivate the staff group well. The staff work well together as a team, they are very committed to continual improvement, and are actively encouraged to attend further training.

The partnership with parents and carers is very good. They are provided with useful information on the nursery and the educational programme. There are formal and informal systems in place to discuss children's achievements. Staff are friendly and approachable and always make themselves available to discuss individual progress. Parents are encouraged to be involved in the nursery and to contribute to their child's records.

### What is being done well?

- Children's personal, social and emotional development is given high priority. Staff listen to children and value their ideas and contributions. Children are happy, confident and interested in the activities offered. They are developing an awareness of others needs and have good self esteem.
- Staff's sound understanding of the Foundation stage and the stepping stones towards the early learning goals ensures worthwhile activities and topics are provided. Children eagerly participate in the activities provided and are well motivated to learn.

- Children's communication, language and literacy skills are encouraged well. They are confident speakers, understand writing can be used for a variety of purposes and are beginning to write for themselves.
- Everyday situations are used well to help children learn how to use numbers and to extend their understanding of adding numbers together or taking them away.
- Relationships between staff and the children and their parents are good. Helping to support all aspects of children's learning.

#### **What needs to be improved?**

- further opportunities for children to explore writing for different purposes.

#### **What has improved since the last inspection?**

The nursery has made very good progress in addressing the key issues raised at the last inspection. The assessment system has been further developed and staff regularly record their observations, the information gathered is used well to support children's individual learning needs and this is reflected in the planning. The nursery has re-organised the learning environment to offer more opportunities for children to question why things happen and how things work. This ensures children's natural curiosity is stimulated well.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are extremely happy, confident and well settled. They enjoy the wide range of activities offered and are developing their independence well. They show concern for each other, share resources and take turns. They form good relationships with adults and other children and are sensitive to others needs. They are enthusiastic when faced with new challenges. Children's behaviour is good and they have positive attitudes to learning.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers, they listen well at story time and to instructions. They negotiate well in role-play activities and talk confidently about real and imagined experiences, for example as they discuss visiting their new schools. They are sufficiently encouraged to notice the sounds of letters and rhyme. They attempt to write for themselves and staff give good support to help them form the letters correctly.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children skilfully use and recognise numbers in everyday activities. They count confidently to 10, and beyond, and are developing an understanding of simple number operations such as adding together and taking away. Children are beginning to use mathematical language to compare size and recognise shape. They develop an awareness of weight and capacity through the use of resources such as sand and water and practical activities such as baking.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Topic work, interesting visitors and practical activities arouses children's natural curiosity and develops their exploration and investigation skills. Children have regular access to the computer. The local environment is well used to help children develop a sense of place and learn about where they live. They are consistently encouraged to talk about past and present events. They are developing an awareness of their own and other cultures through a range of resources and planned activities.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children move confidently around the nursery showing a good awareness of space and others. Good use is made of the outdoor area where children enjoy using the climbing frame and the sit and ride toys. Staff are on hand to support and encourage new skills such as helping children to throw and catch a small ball. They learn about health and bodily awareness through topics and planned activities. Children are learning to handle tools such as pencils, brushes and scissors with increasing skill.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children's learning is well supported by a variety of activities such as role-play, art, music and dance. They enjoy worthwhile opportunities to explore texture and three dimensional space when making collages and creating models. They explore sounds as they sing and play with musical instruments. They are able to freely to choose creative materials for themselves. Children enjoy activities, such as fruit tasting and baking, that encourage them to respond using all their senses.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- give more emphasis to the informal areas where children can experiment in writing for different purposes. For example, making shopping lists, or taking telephone messages.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*