



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 130732

DfES Number: 514793

INSPECTION DETAILS

Inspection Date 07/04/2004
Inspector Name Chris Mackinnon

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Young Sussex Nursery (Dyke Road)
Setting Address 193 Dyke Road
 Hove
 East Sussex
 BN3 1TL

REGISTERED PROVIDER DETAILS

Name Mrs Ingrid Boyd

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

Young Sussex nursery opened in 1995. It operates from two floors of a large house in the Seven Dials area of Brighton. The nursery serves the local area.

There are currently 91 children from 1 to 5 years on roll. This includes 21 funded three-year-olds and 7 funded four-year-olds. Children attend for a variety of sessions. The setting supports children with special needs and a number of children attend for whom speak 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 13 full time staff who work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. 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.

How good is the Day Care?

The standard of care provided for the children is good. The nursery is well managed with a qualified and experienced staff team. Staff have a good knowledge of children's care and development needs. The nursery is well organised and welcoming for children. The nursery provides good play areas for children of different ages. The play and learning resources are stimulating and varied and promote development. The documentation is clear and well organised

Staff have a good awareness of safety, with a clear risk assessment programme. Staff also follow good health and hygiene practice. Staff are experienced in working with children with special diets. Staff are experienced in working with children with special needs and have attended suitable training. Staff have a good awareness of equal opportunities practice

The quality of the care, learning and play is good, with a well established key-worker system in place. Staff have a good knowledge of individual children and a good understanding of the early learning goals. Staff organise a good play and learning programme encouraging children's development in language, mathematical thinking and creativity. The children are encouraged to be well behaved and to co-operate with others

The nursery has a satisfactory relationship with parents, providing information on children's progress and development. Staff encourage parents to become involved with their children's learning, but there is a need to provide more information for parents on the early learning programme. Staff support parents well in meeting individual children's care needs.

What has improved since the last inspection?

Since the last inspection, an action was raised regard the safety of the outside play area. This area is now regularly checked for safety as part of the nursery's risk assessment system and new fences and lockable gates are also now in place.

What is being done well?

- The staff are trained and experienced and organise space and resources well
- Staff provide a good range of well planned activities to encourage learning and development
- The play and learning environment is well organised and welcoming for children
- A good range of play and learning resources is provided, to promote children's development
- Staff have special needs experience and training and link well with outside agencies
- Staff are confident with behaviour management and promote children's social development

What needs to be improved?

- written information for parents

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
12	provide parents with more detailed information on the early learning programme

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

How effective is the nursery education?

The provision for nursery education at Young Sussex Nursery is acceptable and of high quality. It enables children to make very good progress towards the early learning goals in all six areas of learning.

The overall quality of the teaching is very good and staff have a sound and effective knowledge and understanding of the foundation stage. Staff are confident and skilled in providing the children with a balanced range of practical and stimulating activities. The setting's planning, organisation and staff deployment supports children well in their development and learning.

The leadership and management of the setting is very good, with the manager and individual room leaders confident and experienced in assessing the strengths and weaknesses of the learning programme. A new and more thorough planning and assessment system has recently been introduced and the development and consolidation of this new system is a point for consideration. The manager and staff work well as a team and are committed to the improvement of care and education for all children. The nursery management and key staff have a good range of measures in place to help staff evaluate and review the effectiveness of the nursery's early learning practice.

The partnership with parents is generally good. Parents receive written guidance on the nursery's activities and early learning programme, but there is need to provide more detail on the six areas of learning. Parents are encouraged to participate in their child's learning but there is also a need to increase parental involvement in children's development profiles. Parents receive regular information from key-workers on their children's progress towards the early learning goals.

What is being done well?

- children are motivated to learn and form good relationships with adults and children;
- children speak confidently and use language creatively;
- children are encouraged to investigate, develop design and making skills and learn about other cultures;
- children and are encouraged to be creative, use imagination and communicate their ideas;
- staff are experienced and confident and use resources well to extend and develop children's learning;
- staff are well led and managed and committed to the improvement of care and learning for all children.

What needs to be improved?

- parents involvement in individual children's development profiles;
- the written information for parents on the six areas of learning
- Point for consideration: continue and consolidate the new planning and assessment system.

What has improved since the last inspection?

Since the last inspection in 2000, the nursery has continued to maintain good practice in providing early learning for three and four year olds. No action plan or points for consideration were raised at the last inspection and the setting was judged as meeting all six desirable outcomes

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children arrive happy and are interested and motivated to learn. They build good relationships which are supported well by staff. Children are confident, enjoy new activities and can concentrate well. Children's behaviour is very well managed with staff encouraging good social skills and independence. Children respond well to experiences and develop a good understanding of feelings. Children share and co-operate well and are able to select resources and work independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently to adults and others, with staff providing many opportunities to develop and extend language and literacy skills. Rhymes, story-books, role-play and recognising letters and words feature strongly in this area of learning. Children develop an interest in language and enjoy using language to express their ideas and feelings. The setting is able to establish familiarity with letters and word recognition at an early age.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff encourage children to learn numbers and calculate, with well prepared activities and very good use of interesting and stimulating resources. Staff encourage children to count during everyday activities and also explore shapes and patterns. Children solve simple mathematical problems and learn mathematical words. Children are introduced to addition and subtraction and older children are able to estimate sizes and measure distances.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff provide a very good range of challenging themes and projects to encourage children to explore, investigate and identify features of the local and wider world. Children explore different materials and objects and develop design and making skills. Children learn about the natural world and are confident with information technology. Children explore a sense of place very well and opportunities are provided to explore a sense of time. A good range of cultural festivals are celebrated.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and are expressive with good and developing control and awareness of others. Children are able to use small and large equipment well, with outdoor physical play combined with handling tools and materials indoors. The children learn about health and enjoy being active. The nursery is well resourced and provides regular opportunities for physical play and activities, including access to a well prepared outdoor play area.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enter enthusiastically into role-play and express and communicate their ideas well. Staff provide a very good range of activities to develop creative play, with stimulating and colourful art and design activities and lively music and singing sessions. Opportunities are also provided to explore smell, touch and taste. Staff encourage the children to share their thoughts and ideas and children contribute well to the development of the play and learning activities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

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:

- involve parents in children's individual development profiles;
- provide parents with more written information on the six areas of learning.
- Point for consideration: continue and consolidate the new planning and assessment system

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.