



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 130733

DfES Number: 512454

INSPECTION DETAILS

Inspection Date 12/03/2004
Inspector Name Chris Mackinnon

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Young Sussex Nursery (Portland Road)
Setting Address 165 Portland Road
Hove
BN3 5QJ

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 1992. It operates from a former infant school in Hove. The nursery serves the local area.

There are currently 156 children from 0-5 years on roll. This includes 49 funded three-year-olds and 16 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 08:00 until 18:00

There are 22 full time staff who work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification. The setting employs a qualified teacher and receives support from a mentor from the Early Years Development and Childcare Partnership. The nursery is a member of the Pre-school Learning Alliance and 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 well 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 has well prepared play and care rooms to accommodate the wide age range of children attending the group.

The play resources are good and varied and promote development, but there is a need to discard older and worn play items. 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 needs and those, with special diets 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 close and attentive care to children under one year and also provide a good play and learning programme. Staff encourage 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 good relationship with parents, providing written information on children's progress and development. Staff encourage parents to become involved with their children's learning. They support parents well in meeting individual children's care needs.

What has improved since the last inspection?

Since the last inspection, a refurbished building in the school grounds has been converted into an early learning centre for children aged 3.5 years plus. The nursery's medication records have been up-dated and a new tarmac surface and soft play area has been laid throughout the outside play area.

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
- Staff work well with parents, providing clear information on children's development and care.

What needs to be improved?

- the use of old and worn toys and play resources.

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
5	discard and replace old and worn toys and play resources

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. Children are making very good progress in all 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. The manager and staff work well as a team and are committed to the improvement of care and education for all children. A clear and well organised system is in place to help staff evaluate and review the effectiveness of the nursery's early learning practice.

The partnership with parents is very good. Parents receive written guidance on the early learning programme. Further development of the information provided to parents on play and early learning themes is raised as point for consideration. Parents are encouraged to participate in their child's learning and contribute to their children's development profiles. Parents receive regular information 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?

- Points for consideration:

- opportunities for older children to explore a sense of time
- the written information to parents on the play and learning themes

What has improved since the last inspection?

Since the last inspection, the nursery has met all the key points raised, including expanding the assessment of children to ensure all areas of learning are covered and improving the presentation of resources and deployment of staff. Staff have also been further trained in developing the early learning goals and in observing and assessing children. A full programme of celebrating other cultural events is also now in place, to reflect diversity.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children arrive happily 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, solve simple mathematical problems and learn mathematical words. Through good and careful planning, older children are introduced to concepts like addition and subtraction and estimating sizes and 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 are able to explore different materials and objects and develop design and making skills. Children learn about the natural world and are confident with information technology. Many cultural festivals are celebrated. The need to develop opportunities for older children to explore a sense of time is a point for consideration

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
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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:

- points for consideration:
- provide more opportunities for older children in explore a sense of time;
- provide parents with written information on the early learning themes

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.