

Sussex House Nursery

Inspection report for early years provision

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| Unique reference number | 130674 |
| Inspection date | 14/06/2011 |
| Inspector | Shan Jones |
| Setting address | Sussex House, Abbey Road, Brighton, East Sussex, BN2 1ES |
| Telephone number | 01273 664 583 |
| Email | |
| Type of setting | Childcare on non-domestic premises |

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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.

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Description of the setting

Sussex House opened in 1997 and is managed by Brighton and Sussex University Hospitals NHS Trust. Only children of NHS Trust employees attend. The nursery is located on the ground floor of Sussex House in the Kemp Town area of Brighton. There are four playrooms with access to secure outdoor play areas. The nursery is registered to provide care for no more than 67 children aged under eight years; of these no more than 67 may be in the early years age range and of these no more than 29 may be aged under two years at any one time. There are currently 95 children on roll who attend a variety of different sessions. The setting is open each weekday from 7am to 6pm all year round except Christmas and bank holidays. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language. There is a staff team of 18 and all have early years qualifications. The setting receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team have a good knowledge of each child's needs and this makes sure that they successfully promote their individual welfare and learning. Overall children benefit from a good range of activities and play experiences. Purposeful policies and procedures contribute to children's good health, welfare and safety.

Partnerships with parents and others are strong and the nursery is active in promoting good relationships. All recommendations since the last inspection have been met and systems of reflective practice are in place and make sure that the manager and staff continually develop the child care service they provide.

What steps need to be taken to improve provision further?

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

- enable the younger children to experience a wider range of heuristic play equipment and resources that include natural materials such as wood and materials with different textures
- clarify the record of risk assessments to show clearly how identified risks have been minimised

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of child protection issues and are aware of the procedures to follow should they have any concerns about the welfare of a child within their care. Robust steps are taken to safeguard children at the nursery, including vetting procedures for all the staff. Accurate daily registers and visitor records are maintained making sure that nursery staff can safely account for all persons in the nursery at any time. A wide range of relevant policies and procedures, which have been personalised by the nursery are in place. The records are shared with parents as appropriate and implemented in practice in order to support the smooth running of the nursery and provide positive outcomes for the children.

Informal discussions and appraisals assess staff members ongoing suitability and is also used to identify training needs. Opportunities for training ensure staff develop new skills, as well as keep up to date with changes. The process of self-evaluation is well developed and staff regularly reflect on their practice and strive to continually develop and provide a high quality service.

Written risk assessments and visual checks are carried each day to ensure the children have the freedom to explore and develop skills within a safe and secure environment. However, the risk assessment record does not currently accurately reflect the action taken following a review or incident. This does not affect the children's care as staff ensure any unsuitable items are removed and reported to the maintenance department within the Hospital Trust. Children are learning to keep themselves safe through regularly practising the emergency evacuation drill and the gentle reminders from staff about every day safety, for instance to walk inside and tidy away the toys.

There is a good range of toys and resources available. The nursery is well organised to allow children to make spontaneous choices and extend their own play and learning. There are a variety of resources that reflect images of the diversity of people within the local community. This allows the children to develop a positive self-image and an awareness of the wider world. Staff identify a child's need for additional support as early as possible and they share information and records with colleagues, parents and where appropriate, with interagency teams to ensure that each child gets the support he or she needs.

Good communication promotes effective partnerships with parents and others. Parents have access to a broad range of information about the nursery, such as notice boards and regular information about their child's progress and development. They are welcomed into the nursery to share their skills and knowledge in order to support children's learning. For example, children benefited from a lively presentation on oral health care from a dentist who is a parent at the setting. Parent's views have been sought through questionnaires and their replies have helped the manager to identify strengths and weaknesses, with the aim to improve practice.

The management team work well with others involved in children's learning and care, such as other pre-school settings. This means they are proactive in ensuring children receive the continuity in care and learning opportunities.

The quality and standards of the early years provision and outcomes for children

The environment is warm and welcoming to both children and their parents. There is good use made of photographs and art work to support children's sense of belonging at the nursery.

Children are able to make good progress in their learning. Versatile planning starts with observing children in order to differentiate activities according to their interest and stages of development. Children's progress is effectively followed through their whole time at the nursery. There is close monitoring as staff complete comprehensive individual files which show clear and consistent records of a child's development in all areas of learning. Children are highly valued by the staff and the wide range of resources, play materials and activities allow them to thrive in this environment.

Children at the nursery have a positive attitude towards learning and confidently participate in the full range of activities and first hand experiences provided. Staff member's purposeful discussions help to develop children's language and communication skills and encourages them to question and think critically. This enables children to establish key skills to support their future learning.

Children are developing their early writing skills. They have good opportunities to write for different purposes and have access to a range of writing resources which they select independently. The nursery makes good use of information and communication technology equipment. For instance, the children can use the mouse competently and know how to navigate the various programmes available.

Children of all ages experience an extensive range of arts and craft activities such as play dough, glitter, painting in various forms, collage, gloop, sand and water. Babies and younger children are well supervised as staff sit close to them on the floor and encourage them to move and explore materials and equipment safely. However, the majority of play equipment is constructed from plastic. Consequently, children do not benefit in their everyday play from experiencing natural resources and textures, such as wood, sponge, fabric and shells.

Younger children have a close and trusting relationship with their key workers. Babies who become fretful and tired are reassured, soothed and successfully rocked gently to sleep. Babies relish opportunities to explore the different effects of glue on paper; they beam with pride as they make their mark in their own creative way.

All children have access to exercise on a daily basis using a wide variety of equipment which successfully promotes their health and well-being. The outdoor

area has been refurbished and the setting has plans to enhance this area further to improve outcomes for children, Children demonstrate very good spatial awareness as they move in and out, riding wheeled toys. Guided by staff children attempt to 'hula hoop' they wiggle to keep the hoops moving; there was laughter and fun as staff joined in too.

Children have a good understanding of healthy eating through their enjoyment of a balanced and varied diet. Pre-school children are developing their independence as they learn to choose and serve their own food portions at lunch time. This provides a strong foundation for the transition to school. All children and babies regularly receive water and milk throughout the day and staff ensure that children have access to drinks when playing in the garden. Those with allergies receive appropriate alternatives.

Children develop good relationships with staff and with other children. They behave well and staff promote their understanding of the expectations of appropriate social behaviour, such as sharing and turn taking. Children are settled and at ease. As a result, they feel safe and secure. Pre-school children clearly recognise the routines of the day, such as the egg timer used by staff to indicate how much time they have for play prior to 'tidy up time' for lunch. This helps routines to run smoothly and ensures children know what is expected of them.

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

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

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