

# Young Sussex Nursery (Dyke Road)

Inspection report for early years provision

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<b>Unique reference number</b>	130732
<b>Inspection date</b>	20/04/2011
<b>Inspector</b>	Fler Wright

<b>Setting address</b>	193 Dyke Road, Hove, East Sussex, BN3 1TL
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<b>Type of setting</b>	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

Young Sussex Nursery (Dyke Road) opened in 1995. It is privately owned and is one of three nurseries run by the same provider. It is situated in a large converted house in the Seven Dials area of Brighton, East Sussex. Children have access to a number of secure outdoor play areas. The nursery is open Monday to Friday, all year round from 8am to 6pm. It is closed on bank holidays and for a week between Christmas and New Year. The nursery is registered to care for 91 children at any one time and there are currently 157 children aged from 10 months to under 5 years on roll. Children attend for a variety of sessions. The nursery is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and is in receipt of funding for early education. The nursery offer support to children with learning difficulties and/or disabilities and to those children who speak English as an additional language. There are 23 staff who work with the children, and all of them hold recognised early years qualifications. There are also five trainees who are currently unqualified, and are only included in the ratios 50% of the time. The manager and deputy are not included in the ratios. There is a full time member of staff who has Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children of all ages enjoy their time at the nursery and have access to a broad and exciting range of activities and experiences as the indoor and outdoor environments are well planned to encourage purposeful play. There are an excellent range of age appropriate resources available, and this together with the stimulating learning environments and staff's knowledge of each child, ensures children make significant gains in their learning. Staff know children's individual capabilities well and are highly successful in taking steps to close identified gaps in children's achievements. Consequently the outcomes for children and their experience are positive. Reflective practice is widely used to ensure the nursery continues to evolve and overall plans are well targeted ensuring the nursery has a strong capacity to improve.

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

To further improve the high quality early years provision the registered person should consider:

- develop the arrangements for systematically summarising the assessment of children's achievements.

## **The effectiveness of leadership and management of the early years provision**

There is a comprehensive awareness of safeguarding issues at all levels and collaborative working is undertaken with key agencies to ensure that children's individual needs are met and their protection assured. The manager has a secure working knowledge of child protection procedures, and all staff attend training in this area meaning they understand children's safety and welfare is of paramount importance. Staff vigilance and regular risk assessments mean all environments are safe and very high regard is given to children's safety. Thorough vetting and recruitment procedures ensure that all staff are suitable to work with children.

A high level of commitment is shown by all to continually improve outcomes for children and shows high aspirations for quality through extensive monitoring systems. All staff contribute to reflective practice procedures, and this coupled with recurrent evaluation, helps to ensure issues are highlighted, and outcomes for children are continually improved. There is a clear and achievable plan for self-evaluation and morale is very high as is the belief in the nursery's success, which is shared by staff at all levels. Processes for managing the performance of staff and their professional development are used exceptionally well and systems to support the nursery's further development are also well established and accepted. At the last inspection, the nursery was asked to continue to develop their assessment procedures to help inform planning for the children's next stage of learning. Since then, the planning has been changed due to the introduction of the Early Years Foundation Stage and the recommendation addressed.

The nursery is exceptionally well organised to ensure that children are able to access all areas of learning continually throughout their play. The excellent range of resources and equipment are extremely conducive to learning and meet the needs of all ages of children. Children are able to select resources easily from units at their height containing labelled boxes, enabling them to make informed decisions about what to play with. All play spaces are bright, and contain a wealth of children's work that is displayed for all to see. All indoor and outdoor spaces are planned with care to ensure they appeal to children, are conducive to learning and all children have continual opportunities to experience all areas of learning throughout the day. The outdoor play space is a lovely extension of the learning environment and includes sensory activities, such as sand and a digging pit and guttering attached to the walls where children can investigate watching balls and water travel down.

There is a strong commitment to equality and diversity and children with additional needs or English as an additional language are well supported. Strong links have been forged with outside agencies and there are robust procedures in place to liaise with other settings delivering the Early Years Foundation Stage, helping to ensure professional knowledge is shared appropriately and children benefit from consistent delivery of the framework. Parents are kept well informed of their children's achievements through a daily exchange of information and at termly parent social evenings and are very happy with the care provided. Parent newsletters also keep them informed of general news about the nursery and how

they can contribute to their child's learning. They are also asked for their feedback through the use of questionnaires and this information is used to evaluate the nursery and to aid continuous improvement. Staff are friendly, and information is shared on a daily basis about how children have been, ensuring complete continuity of care.

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

Children have access to an exciting range of activities and experiences on a daily basis. Areas are very well resourced, and are carefully planned to ensure children are able to become involved in a broad range of purposeful play. Children of all ages are encouraged to participate in messy, creative play throughout the day. Exciting experiences such as animals frozen in balls of ice for children to manipulate and explore, diggers in compost, cornflour play with glitter and cutters or shredded paper mixed with feathers are all available, helping to encourage children to continually develop their senses and explore different media.

The nursery has comprehensive planning, observation and assessment systems in place. Staff observe children on a regular basis, and use the observations they make to inform the planning which is based around children's interests. This ensures children are eager to participate in the experiences available, and they enjoy their learning. Staff know each child well and have a secure knowledge of what individual children know, can do, and understand, although arrangements for systematically summarising the assessment of children's achievements are not yet fully developed

Children display an excellent awareness of safety issues and recognise and understand how to keep themselves safe. They learn how to keep themselves safe through gentle reminders from staff and through interesting games such as looking at safety cards. Older children are able to tell staff what they can see in the pictures on the cards, and are able to differentiate between those that are safe, and those that are not. For example, they know that putting a hot drink in the middle of a table away from the edge is safe as it cannot fall off, and that sitting in a car without a seatbelt on is unsafe, and they are able to describe the reasons why. This shows they have a strong understanding of how to keep themselves safe in a variety of situations. Children demonstrate that they feel secure in the nursery environment, as they are very used to the routines in place. They play a full and active role in their learning, show great curiosity and the desire to explore and are inquisitive learners. They take ownership of their work and staff place a strong influence on what children say, do or want into the learning environments. For example, children are growing pumpkin seeds and staff have written a diary on the wall of the changes children observe and when. Staff have also prepared a list of questions that children want to ask when the nurse visits as part of their topic on 'people who help us'. This demonstrates that children play a dynamic role in their learning, offering ideas with great enthusiasm demonstrating how eager they are to learn. Children play well independently or with their peers and are able to share resources with ease. Behaviour is good and they have a clear understanding of

what standards of behaviour are expected from them. They are encouraged by staff to be kind to each other and they show good levels of self-control. They have access to a wide range of resources that help them to learn about different cultures and the wider world and are taught to respect each other and their differences.

Effective hygiene procedures ensure the risk of cross contamination is minimised. Even young children are able to wash their hands independently due to the well planned environment with low level hand washing facilities. Children enjoy hot meals provided by an outside agency or packed lunches provided by their parents. Snacks are balanced and include fruit and/or vegetables and a substantial item such as crumpets, pittas or toast to ensure their dietary needs are met. Packed lunches and teas are stored appropriately. Children access their own drinks independently meaning they have a secure understanding of how to meet their own personal health needs. Good use is made of the garden areas, and the younger children are able to free flow outside. Older children are based upstairs but are also able to access the garden as they please, as they ask staff when they would like to go outside and this is quickly arranged. All children have access to fresh air throughout the day. The outdoor environments are a fantastic extension of the indoor play spaces. Trees offer shade and staff bury 'treasure' in the digging pit for children to find. A bush is being adapted into a 'Gruffalo's den' at the children's request, helping to ensure their views are taken into consideration and their environments are a reflection of their interests. Children have access to wide range of equipment that helps them to develop their physical skills on a daily basis. They are encouraged to recycle, and learn to re-use items such as plastic bottles to make items such as shakers. Children are able to put their waste food into a cone in the garden to make their own compost and they use the water butt to water the plants in the garden. This helps to ensure they learn about their environment and how to make good use of the world's resources.

Children speak confidently in front of one another. They know the words to a variety of songs and talk openly about their home lives. They take lots of interest in books and listen intently at story times, and enjoy predicting what may happen next. Staff ask thought-provoking questions or make helpful statements to encourage children to think and help further their learning potential. Activities are adapted to ensure all children are able to achieve. Overall, outcomes for children are extremely positive and as a result children are learning important skills for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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