

Sussex House Nursery

Sussex House, Abbey Road, Brighton, East Sussex, BN2 1ES

Inspection date

04/01/2013

Previous inspection date

14/06/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are secure and happy in the nursery. They enjoy close nurturing relationships with staff and develop good social skills as they learn to engage and play.
- A good range of toys, activities and resources are available to the children to choose.
- Practitioners place a firm emphasis on safeguarding children. They maintain a safe environment and supervise children closely.
- Managers have made good progress in encouraging staff to be reflective and to feel supported.

It is not yet outstanding because

- Opportunities for children to play and extend their learning in the outdoor environment are not always fully utilised.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the play rooms and outside learning environments.
 - The inspector spoke with the managers, practitioners and children.
 - The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector sampled some documentation in relation to children's progress,
- evidence of suitability of practitioners working within the setting/provision/club, and a range of other documentation.

Inspector

Carly Reigler

Full Report

Information about 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. There are currently 87 children on

roll, who attend a variety of different sessions. This includes children of three and four years who are in receipt of funding. The setting is open each weekday from 7am to 6pm 51 weeks of the year. 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 most have relevant early years qualifications. The manager holds a Foundation degree and holds Early Years Professional Status. The setting receives support from the Local Authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- further develop opportunities for children to play and extend their learning in the outdoor environment.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children arrive at nursery keen to explore the activities available to them. The nursery has a vibrant and exciting feel, which is a solid factor in helping children to feel happy, settled and valued. For example, children's artwork and displays make a colourful and interesting environment. Having established children's starting points, practitioners provide a range of well-planned, child-led activities. These are based on each child's individual interests. Staff make good use of their observations of children to identify next steps and plan activities that are stimulating and challenging. This helps children to progress well. Deployment of staff is good, and children have access to a varied and imaginative choice of activities and resources. Practitioners use effective questioning techniques encouraging children to solve problems and think about what they are doing. Children approach adults confidently to ask questions and initiate conversations. Individual needs are effectively met because staff collect information such as the children's interests and home routines, and engage written and daily in verbal communication with parents. Inclusive practice threads through everything the children experience. Staff promote children's awareness and respect of each other's differences. All children have equal access to everything on offer.

Children are encouraged to explore and experiment and supported to develop at their own pace. They begin to make sense of the world and playfully express their ideas as they chat together over their lunch. Children's development of communication and language skills are promoted as they listen attentively at story times and sing a wide repertoire of songs. Their interest is captured with the use of actions and gestures that engage the younger

children. Through counting in songs, they start to learn the order of numbers. Children use activities to develop further mathematical skills such as exploring the water tray to measure capacity and volume and counting purposefully during snack time. Children develop a sense of space as they spin around, stretch and wave fingers, under instruction. They enjoy moving and jumping to music. Children's hand and eye co-ordination is promoted as they play with sand and water, and assemble with construction resources. Regular access to the outdoor environment supports children's physical play. However, this area has not been developed to include all areas of learning, to support children who learn better outside. Children use their imagination and creative skills in a range of activities such as role-play and painting activities. Displays show colourful examples of children's individual creativity and create a bright and welcoming environment, which contributes to helping children feel settled and valued. Children explore textures by making marks in materials such as coloured sand. They delight in the feel of the sand as it runs through their fingers as they use it to make patterns.

The contribution of the early years provision to the well-being of children

Staff are good role models, being polite and thoughtful to each other and to children. They are interested in what the children have to say, bending down to listen, sitting down next to them, and joining in with play when invited. Children are well behaved and polite, demonstrating a sense of fun. Strong bonds and secure attachments between adults and children are in place. Young children develop independence and are motivated to learn as they initiate their own activities in the attractive, child-centred environment.

Staff are vigilant about supervising children to keep them safe. They support children well and help them learn about how their behaviour affects others. Staff practise fire drills regularly with the children to familiarise them with the emergency evacuation procedures.

Children are encouraged to wash hands before eating and after toileting. This promotes their understanding of health and hygiene. Babies have their hands and faces wiped with individual cloths and older children use the child-height toilets and sinks with growing independence. Outdoor shoes are not worn in the baby room to provide a clean area for babies to explore and crawl in safety.

Staff diligently record and display any allergies and intolerances, so children's dietary needs are recognised. Mealtimes are social occasions when children are learning about healthy choices as healthy meals are available which meet their individual dietary requirements. Older children help themselves to lunch at a buffet table. Children are encouraged to become aware of their own fluid intake from a young age, and drinks are always available.

Children freely make choices from the good range of toys and materials that are available. These are well maintained and age appropriate, enabling children to independently explore and learn from their environment. Babies explore different textures with sensory resources such as wood, metal and fabric. A sensory room offers children quiet reflection and the opportunity for parents to breastfeed their children during their working day. Staff

ensure continuity of care as children have a smooth and secure transition between rooms within the setting and onto their next setting, or school.

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

Managers clearly understand their responsibilities in meeting the learning and development requirements. Effective corporate recruitment and vetting procedures are in place to establish staff's suitability to work with children. Staff have a good understanding of safeguarding and the procedures to follow. Robust policies and procedures are in place and effectively implemented by staff to keep children safe. The policies are available to parents to ensure that they remain fully aware of the settings responsibilities. Staff demonstrate a commitment to continuous professional development and attend regular training to update and develop their knowledge and expertise and to enhance their practice. The induction process, improved line management and annual appraisals ensure that staff are offered continuous support.

Partnerships with parents are very good. Staff relate very well to all parents, speaking with them in a friendly but professional manner. There are clear systems in place to gather information from parents before children start, which informs staff and allows for individualised planning. Parents are positively encouraged to contribute to their child's development by informing staff of family events and children's particular interests as an ongoing process. Parents positively comment about settling in periods, flexibility of staff and managers, and the good quality communication systems.

Staff maintain partnerships with other settings, which enables them to exchange information and ensure that children are consistently offered good care and support. Maturing links with other providers positively promote continuity of care and education for all children. With a recent change in leadership, the provision has implemented some changes. For example, the layouts of changing areas and children's toilets throughout the nursery have benefited from redesign. Partnerships with Local Authority advisors are strong, and the nursery benefits from this relationship producing in-depth action plans. The nursery demonstrates the capacity to make on-going improvements that enable them to achieve and sustain good quality outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	130674
Local authority	Brighton & Hove
Inspection number	899376

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	67
Number of children on roll	87
Name of provider	Brighton & Sussex University Hospitals NHS Trust
Date of previous inspection	14/06/2011
Telephone number	01273 664 583

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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