

# Young Friends Nursery

89 Holland Road, HOVE, East Sussex, BN3 1JP

## Inspection date

Previous inspection date

15/04/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- The owner/manager has established a very strong vision for the nursery and works closely with staff to achieve their aims. As a result, children's well-being is held in extremely high regard.
- Staff have exemplary skills in setting a challenging and interesting curriculum, which keeps children highly engaged in purposeful play.
- Staff build excellent relationships with parents and provide them with a wealth of information to support consistent care and education for children.
- Children gain exemplary skills in independent self-care and critical and creative thinking, which prepares them well for their next stage in learning.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children at play in each of the playrooms.
- The inspector and manager undertook a joint observation in the pre-school room.
- The inspector met with the management team.
- The inspector examined a range of documentation, including children's records.
- The inspector spoke with parents and read their testimonials.

## Inspector

Susan McCourt

## Full Report

### Information about the setting

Young Friends Nursery first registered in 2010 but re-registered in 2012 as a full day care provider. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and operates from a converted house in Hove, East Sussex. All children have access to an enclosed outdoor play area. The provision is open each weekday from 8am to 5.45pm, all year round. There are currently 61 children aged from six months to five years on roll, all are within the early years age range. The setting supports children who learn English as an additional language and receives funding for the provision of free early education for three- and four-year-olds. The provision employs 15 members of staff. Of these, 12 have appropriate early years qualifications including one qualified teacher and one with Early Years Professional status. Three staff are apprentices and are working towards an appropriate childcare qualification.

### What the setting needs to do to improve further

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

- enhance the monitoring of new initiatives, such as the shoe-free zone, so that children benefit from consistent practice.

### Inspection judgements

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

Staff have an excellent understanding of how to promote children's learning and development in the Early Years Foundation Stage. They provide a highly interesting and challenging range of activities that cover all areas of learning. This highly effective curriculum meets children's developmental needs in an exemplary fashion. As a result, children make excellent progress given their starting points and capabilities.

Staff are excellent teachers. They provide excellent support for children's communication and language development with consistent, skilled use of sign language in every age group. Planning systematically includes key words and concepts to consolidate children's learning. For example, staff plan a science experiment where two-year-olds shake oil and water together, helping them to talk about 'top' and 'bottom'. Older children have excellent support to learn letter sounds in interesting phonics activities. As a result, they have exemplary skills in listening for certain sounds in words and begin to gain early

reading and writing skills. Staff plan themed weeks, such as 'science week' or 'around the world'. Activities are highly engaging, and staff are skilled at involving children in observing and describing what they see. Children put an egg in water, and in a salt solution. They compare how the egg sinks or floats and staff explain in simple terms why this has happened. This supports children's critical thinking and problem-solving skills, and is also evident in children's spontaneous play. For example, when building marble-run equipment, children can describe exactly where the marble will go and why. Staff have an excellent regard for children's views and ideas. In small group time, staff ask children how they are feeling and give time for children to think and respond. This excellent role-modelling means that children also learn to listen and respect each other authentically, and show empathy for their friends. All children's cultural connections are highly valued, and parents and carers are invited in to share stories, food and festivals from their home culture. This gives children an exemplary opportunity to learn about people's similarities and differences, as well as involving families in children's learning.

Staff make concise and highly accurate observations of children's achievements and plan for their next steps in great detail. Staff employ excellent methods to involve parents and carers in their children's learning by skilfully facilitating the exchange of views and ideas. For example, parents can quickly jot a child's weekend activity onto a whiteboard, so that staff can prompt conversations with children. Careful use of social media gives parents exemplary opportunities to see activities in the setting. As a result, children thrive because of the consistent care and education they receive.

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

The key person system works extremely well and as a result, all children are well-settled and secure. The baby room has a white board with each child's current care routine described in great detail. This means that all staff can clearly see how to meet the babies' sleep and comfort needs, keeping them very contented. Staff demonstrate exceptional consistency in routines and teaching skills, which supports children in their transition from one base room to the next. Children who are new to the nursery enjoy excellent attentive care to help them settle and feel reassured. All areas of the nursery are adorned with recent pictures of the children and their families, as well as children's own work. This gives children a very strong sense of belonging. Staff have created excellent learning environments in each room as well as outdoors. Resources are easily accessible to every child, giving them exemplary independence and choice.

The children enjoy exceptional opportunities to enjoy a healthy lifestyle. Food is cooked fresh daily on the premises providing children with a healthy, balanced diet. Staff maximise children's opportunities to feed themselves and pour their own drinks, giving them excellent independent skills. Staff thoughtfully provide low-level mirrors and plentiful face flannels so that children can clean their faces thoroughly themselves. Hygiene routines are well-organised to minimise the risk of cross-contamination, but this does not restrict children's messy play, which is given a high priority. Children greatly benefit from

frequent, high quality outdoor play. The garden provides children with exemplary opportunities to explore the natural world, from planting and harvesting food to climbing certain carefully chosen trees. Children benefit from having play materials in the form of 'loose parts': blocks and planks that they can form into their own designs. This builds their creative and critical thinking skills, as well as their physical strength. Staff talk with the children about what they are doing and encourage them to think about keeping safe. As a result, children learn to manage their own safety and build their confidence.

Children's behaviour is exemplary. Children cooperate and take turns from a very early age and demonstrate mature skills in their social play. They are considerate towards their friends and enjoy taking part in tasks, such as tidying up. For example, children spontaneously clear up some spilt sand. Staff use highly effective methods to prepare children for school. Group times build children's confidence in expressing themselves, and in taking part in adult-led activities. Staff build strong relationships with the schools and facilitate the teachers to visit children in their nursery setting. Staff prepare transition information for parents and schools. Overall, this prepares children exceptionally well for their future learning.

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

Leaders and managers have a strong, clear vision of what they want to achieve for the children in the nursery. They set a high standard, and take well-targeted action to achieve their goals. Leadership is inspirational, and staff are highly engaged in working as a team to provide the best care for children. The owner/manager has an exemplary understanding of the requirements in terms of safeguarding children. Policies and procedures are clear and robustly followed. All staff are aware of the reporting procedures should they have any concerns about the welfare of a child. All staff attend regular training to update their knowledge and understanding of child protection issues. The owner/manager follows a rigorous safe recruitment policy to ensure all staff have been thoroughly checked as to their suitability. Documentation is highly organised, which underpins children's well-being.

Children, parents and staff are all included in the self-evaluation process. Their views are carefully considered and put into action for the benefit of children, although, on occasion, managers do not rigorously monitor new initiatives. For example, the new shoe-free zone is undermined when some staff do not follow the established routine. The curriculum, learning environments and children's achievements are consistently monitored to highlight any achievement gaps for individuals or groups of children. This highly effective system demonstrates that all children are achieving very well and making excellent progress. Managers carry out frequent evaluations of staff practice and also implement regular supervisions and appraisals. Staff report very positively about the support and constructive ideas for improvement. As a result, staff have consistent excellent skills as well as enjoying a culture of continuous improvement.

The owner/manager has established highly effective partnerships with the local authority and other agencies. She successfully engages support for children to address their learning and care needs. Parents benefit from exemplary opportunities to be involved in their children's learning and development. Staff give regular detailed feedback about children's achievements and parents report high levels of satisfaction with all aspects of nursery life. Information is presented in a variety of formats so that parents have it at their fingertips. Parents eagerly take part in activities to share their skills and knowledge with the children. The room leaders share the group plans and suggest complementary activities for parents. This means that children benefit from high levels of coherent support for their learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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 action. 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

<b>Unique reference number</b>	EY455240
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	887164
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	43
<b>Number of children on roll</b>	61
<b>Name of provider</b>	Young Friends Nursery Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01273735100

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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, which are usually the childminder's 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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