

# Shirley Street Day Nursery

43 Shirley Street, HOVE, East Sussex, BN3 3WJ

## Inspection date

Previous inspection date

21/06/2013

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

- Children enjoy rich, varied and imaginative experiences. Planning is highly effective and seen as integral in supporting individual children's learning and development.
- Every member of staff has high expectations for children; they enthuse, engage and motivate them extremely well. This enables children to make the best possible progress towards the early learning goals, ensuring they are very well prepared for school.
- All children reach their full potential because managers have introduced extensive monitoring of the educational programmes.
- The pursuit of exemplary practice is achieved exceptionally well by an uncompromising and well-documented drive to constantly improve provision through reflective practice at the highest level.
- The management team provides inspirational leadership. Staff morale is very high and staff are extremely well supported to build on their existing skills.

## 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 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 areas indoors and out.
- The inspector took account of the views of parents spoken to on the day and of those who completed the setting's questionnaires.
- The inspector met with the two owners and the manager at various times throughout the inspection day.
- The inspector examined a selection of policies and planning documentation.
- The inspector carried out a joint observation of practice with one of the owners and the manager.

## Inspector

Helen Edwards

## Full Report

### Information about the setting

Shirley Street Day Nursery registered in 2012. It operates from a single storey building in a residential area of Hove, East Sussex. Opening times are from 7.30am to 7pm for 50 weeks of the year. All children share access to an enclosed outdoor play area. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 30 children on role from three months to five years. The nursery employs nine staff; the owners hold QTS and the remaining staff all hold either level 2 or level 3 qualifications. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. The nursery is in receipt of funding for two, three and four year olds.

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

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

- enhance children's physical development indoors, for example through opportunities to move to music.

### Inspection judgements

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

Children make excellent progress in the nursery because the staff are highly skilled in meeting the individual needs of the children. The environment, inside and out, is vibrant, exciting and stimulating and the children are active, engaged, and extremely happy. The quality of teaching is exemplary. Staff understand the children very well indeed and know precisely what is needed to challenge, extend and support their ideas. Children benefit from an exceptionally well-organised learning environment and a child-led approach to learning. Staff successfully use a thorough cycle of observation, assessment and planning to promote children's individual learning and development. They make thorough and consistent assessments of children's progress from their starting points when they begin at nursery, which they share regularly with parents. Assessments are precise, sharply focused and consistently monitored to ensure children are developing at a very good rate, and any areas of concern are highlighted. As a result, early intervention is put in place to help close any gaps in development. Parents are actively encouraged to contribute to their children's learning through frequent sharing of their achievements at home, and through making entries in their children's learning journals.

Children are highly motivated to learn in this welcoming and inclusive nursery. Staff respond exceptionally well to children's interests and are actively engaged in their play,

talking to them about what they are doing and asking them open questions so that they can express themselves. Staff are highly skilled in supporting children's language and thinking skills, introducing new vocabulary and modelling polite and courteous language. Children are encouraged to answer questions such as 'Why do you think the playdough is warm?' and 'My spaghetti is too hot. What do I need to do?' to help children develop problem-solving skills and express their opinions. A member of staff said 'I'm not sure we have enough chairs, are you?' when engaged in a role play activity in the play kitchen. Children excitedly count numbers of children and fetch more chairs so that everyone can join in. Children count and measure bears of different sizes on the maths table, and place the appropriate number of bears against the correct numeral.

Children enjoy making marks at the writing table using a wide range of materials. They explore writing in various media, such as lentils and sand, and use the blackboards inside and out to practice their developing writing skills. The cosy book area encourages children to share books with the staff and also with each other, and happily tell each other stories while turning over the pages. Children recognise print from packaging displayed in the role play kitchen; for example a child said 'Look. That says milk.'

The children play with a wide range of small world resources to make up stories and develop their cooperative and sharing skills. For example, children use the builders' tray which has been filled with sand, to create a desert island scenario, complete with home-made boats and palm trees. Children excitedly make up stories, exclaiming 'Help! Save the boat!' The children's art work is extremely colourful and varied, from painting to collage and 3D models. Their work is displayed attractively and with care and respect. The resulting displays are of exceptionally high quality.

Children engage in physical play outdoors using the bikes, climbing frame, and trampoline. They enjoy playing with a wide variety of resources such as drainpipes and crates, road map and small cars, weaving and construction. They use rockers and large hoops to develop their gross motor skills, and mark-making materials and the blackboard to support early writing. Staff take children on trips to the park, the museum, and the local area. However, there are fewer opportunities to engage in physical play inside, such as in a music and movement session. Staff respond exceptionally well to the babbles and gestures of babies, copying their sounds in turn-taking conversation. They learn to make the noises of animals, and babies' hand-eye coordination is developing very well as they place toys in containers, build small towers, and mark-make using chunky crayons.

The nursery places a strong emphasis on promoting the inclusion of all children. When caring for children who speak English as an additional language, staff ask parents for words in their child's home language and use these to support effective communications. Parents state that their children are learning English quickly due to the high quality interactions with staff.

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

The effective key person system is well established, ensuring that each child has a named person to take responsibility for their daily well-being, plan for their learning and development and build positive relationships with parents. Settling in procedures are gentle and smooth, and follow the lead of the child and his or her family. Staff are highly sensitive in helping children build secure emotional attachments. Clearly, children feel safe and secure, and that each member of staff cares about them. A child approached a member of staff saying 'I bumped my head. Will you kiss it better?' Staff provide an extremely caring and secure base from which children can build confidence and independence.

Children register their arrivals themselves, and choose the resources and toys they would like to play with. They take great care of their environment, sweeping up the sand from the floor and picking up tiny lentils from the table and placing them back into the container. Staff are excellent role models and as a result, children behave exceedingly well. Consistent boundaries are in place to help children know what is expected of them. They readily share and take turns and are praised for negotiating and reaching agreements with their friends.

Staff work extremely closely with parents to ensure that their babies' needs are addressed. Routines for nappy changing and sleep times follow parents' wishes, and information is shared daily at drop off and pick up times. The newly refurbished baby rooms provide a bright, homely environment that is extremely welcoming and nurturing.

Children learn about the importance of maintaining healthy lifestyles through frequent activities and outings that promote exercise and physical development. All children enthusiastically use the outside play area. They show great confidence as they use the bikes and climb on the climbing apparatus. Most children eat the lunch they have brought with them to nursery, although there is the opportunity for children to eat delivered food, which is carefully tested for temperature.

Risk assessments and attentive staff help to ensure children's safety, alongside rigorous procedures to access the garden, and at arrival and departure times. The management team and staff consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe. The regular fire evacuation routine heightens children's awareness of safety issues and how to address them. Purposeful visits from the fire and police service enhance their safety awareness and enable them to develop life skills.

The transition arrangements for children as they move into the nursery, between the rooms, and then onto school, are managed very effectively. Parents receive detailed information and meet with their children's new key persons prior to moving up through the nursery. This results in children being settled and feeling extremely secure as they move areas. The links with schools are well established and staff liaise with the children's future teachers to ensure continuity of learning as they move on.

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

**provision**

The nursery owners are passionate about promoting the very best learning environment for all children. The quality of leadership and management is exemplary. The management team have a strong commitment to continuously drive improvement. They very successfully use highly reflective methods of evaluation as a tool to promote the very highest quality provision. Staff, children and parents all contribute actively to evaluate meticulously all aspects of the service and the management team devise detailed action plans to address areas for improvement.

Management of staff is innovative and inspirational. As a result, staff morale is high and all staff feel well supported by the management team. A comprehensive system of staff supervisions and appraisals ensure that staff develop their already excellent skills through appropriate in-house and local authority training.

Robust systems are in place to help safeguard children and promote their welfare. Staff successfully implement an extensive range of policies and procedures aimed at promoting children's health, safety and well-being. All staff have a thorough understanding of the learning and development requirements of the Early Years Foundation Stage.

The nursery works extremely closely with agencies to support all children with identified needs. The close partnership with the local authority early years advisors enhances the nursery's practice and role within the community. The nursery provides a very good service for children learning English as an additional language. Parents are particularly complimentary about this aspect of the service.

Partnerships with parents is innovative and inspiring. Staff support parents in completing observations and assessments of their children to add to their learning journeys. Parents value highly the daily chats with their children's key persons and feel that the staff really know their children well. Parents spoken to during the inspection stated that their children are extremely settled and happy, and have made considerable progress since the new owners took over in October 2012. Staff seek the views of parents and recent questionnaires show parents are extremely happy with the provision: 'I am very impressed with the nursery generally and particularly how the staff are so caring towards the children', and 'All the staff that work in the nursery are great and I like the rapport they have with my child. A big thank you to them.'

**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
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>	EY455535
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	896339
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Taylor and Allen Childcare Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01273735155

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

