

Each Peach Childcare

42 Wilbury Villas, HOVE, East Sussex, BN3 6GD

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| Inspection date | 04/07/2013 |
| Previous inspection date | Not Applicable |

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| The quality and standards of the early years provision | This inspection: | 3 |
| | Previous inspection: | Not Applicable |
| How well the early years provision meets the needs of the range of children who attend | | 3 |
| 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 satisfactory

- Staff are caring and are good role models for children, so, children are very happy, behave well, play cooperatively with each other and consequently enjoy their time at nursery.
- There are good relationships between staff and parents and these effective partnerships mean that children's care needs are met well.
- Members of the management team are very confident, knowledgeable and passionate. This means that all staff are well-motivated and well-supported and are focused on improving the nursery for the children who attend.

It is not yet good because

- Staff do not consistently support the younger children to develop good communication and language skills.
- Staff do not carry out precise observations and assessments of the older children regularly. This means that staff cannot consistently plan activities based on children's developmental stages that will support them to make good progress.
- The organisation of sleep times is still being adapted and changed as more children come to the nursery which means that sometimes children are not able to rest quietly when they need to.

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 activities in all areas of the nursery, both indoors and outside.
- The inspector carried out a joint observation of practice with a member of the nursery management team.
- The inspector looked at a range of documentation including children's progress files, planning documents, self-evaluation records and a selection of policies.
- The inspector spoke to parents and took their views into account.
- The inspector met with the nursery management team and spoke to four members of staff about their roles and responsibilities.

Inspector

Rebecca Swindells

Full Report

Information about the setting

Each Peach Childcare registered in 2013. It operates from premises in a residential area of Hove, East Sussex. The nursery is organised over three floors with five group rooms for children located on the ground and first floor. There is an enclosed garden area shared by all children. The nursery receives funding for the provision of free early years education for children who are three and four years old. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery is open Monday to Friday all year round, from 7.45am to 6.15pm. Children are able to attend for a variety of sessions. There are currently 55 children on roll between the ages of 0 and 5 years. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority. There are currently ten staff, including a cook, employed at the nursery. All of the staff hold relevant qualifications at level 3 or above and one staff member has Early Years Professional Status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all staff interactions encourage the development of communication and language skills. For example, by including the youngest children in discussions about their personal care; by keeping background noise to a minimum and by talking with the youngest children about what interests them, for example, the people and things around them
- ensure that all staff make regular observations and assessments of children across all age groups and use the information gathered to plan challenging and targeted activities for children supporting their identified next stages in learning.

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

- review and revise the existing ways that rest spaces and quiet times are arranged to enable all children to have a sleep or lie down when they are tired.

Inspection judgements

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

The bright, airy and interesting environment encourages children to play and explore all areas of learning. Staff use the environment appropriately to encourage children to be confident and ambitious. There is access to the garden freely available to the older children; this means that those who learn better outside are able to do so. Staff make all areas of the nursery interesting and stimulating, including the ceilings, which captures the children's interest and stimulates their imaginations.

Older children, in the Dragonfruits room, benefit from supportive staff who encourage them to communicate and negotiate with each other as they play. This means that children learn to share and take turns with each other under the watchful eyes of attentive staff. For example, as children decide the rules for a throwing and catching game staff help them to discuss together if their rules are fair. However, communication skills for younger children are not so effectively supported in the Blossoms room. Sometimes staff engage in conversations with each other, rather than with children. In the Blossoms' room, staff focus too much on care needs rather than children's communication and language needs. This means that children are not consistently encouraged to listen and communicate to make sense of what is going on around them. Background music playing adds to the sense of noise in the room, which does not help children to learn to differentiate between sounds that they hear. Older children benefit from a more peaceful environment where staff take time to speak to them on a one to one basis, sitting alongside them as they discuss the events of the nursery day.

Children are encouraged to move in different ways because the garden provides plenty of opportunities to run, jump, crawl, bounce and pedal. Very young children benefit from a stimulating environment that encourages and enables them to cruise and crawl around the low-level furniture. Resources to encourage children to use their fingers and hands are available throughout the nursery which means that all children can develop their physical skills effectively.

Children are encouraged to think about their own care needs by staff who are sensitive to what children can and cannot do for themselves. Younger children are able to give themselves drinks as staff encourage them and older children can pour their own drinks from water jugs provided in their room. Staff help older children to take responsibility for their own care needs by posting useful reminders in the cloakroom. When children take themselves to the toilet they are reminded in pictures to flush the toilet and wash their hands. Children play outside whatever the weather and staff help them to think about which clothing and footwear is suitable for each play session. This helps children to learn how to manage their own healthy lifestyle effectively. The youngest children benefit from a quiet, darkened sleep area and so are able to sleep peacefully. However, sleeping arrangements for older children are under review and children do not always have a restful place to relax or sleep when they need to.

Children are encouraged to think about people who live in different parts of the world as they learn other languages as part of their nursery day. Children are interested in the natural world and staff support their interest with activities and resources that motivate them. Older children enjoy investigating a 'bug hotel' in the garden and staff engage them effectively by pointing out snail trails and commenting on how shiny and silvery they are.

The effectiveness of planning and assessment is variable at the nursery. The youngest children benefit from precise and accurate assessments of their age and stage of development. Staff plan activities that will support individual children well to move onto towards the stage of their learning. However, staff do not regularly carry out observations of the older children and so are not able to plan so effectively to move children's learning forward. Although staff know the children well, they are not consistently using what they know to plan thoroughly for individual needs. Some staff do not follow the nursery procedures for observations and planning which means that the planning coordinator cannot monitor the progress of all children across the whole nursery. This means that staff cannot be sure that all children are receiving the well-targeted individualised support that they need.

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

The well-established key person system means that staff know the families of the children in their care very well. Staff speak confidently and regularly to parents sharing information about children together. This strong partnership between staff and parents nurtures children's well-being effectively. Children clearly feel comfortable with staff as they chatter excitedly to them as they play. Parents are confident that staff know their children well and are happy that their children look forward to coming to nursery. The Special Educational Needs coordinator liaises very effectively with parents of children with identified needs. She works very well with other local agencies to ensure that these identified children get the support they need and as a result, they make good progress at the nursery.

Children demonstrate high levels of confidence and contentment as they play happily with their friends and the adults that look after them. The youngest children smile at each other and laugh at their own reflections in mirrors around the room. Children move confidently around the play spaces smiling and laughing showing that they feel at ease at nursery. Achievements and successes are celebrated and shared between home and nursery using 'Look what I have done!' notes which further boost children's self-esteem.

Staff have high expectations of children and as a result behaviour is consistently good and all children respond positively to the adults around them. Staff have well planned routines and use visual timetables to enable all children to feel secure when they are at nursery. Children with additional needs find the visual timetables particularly helpful when they are planning what they would like to do next. Staff speak calmly to children and so the atmosphere around the nursery is relaxed and informal. Younger children are encouraged to share their toys by staff who remind them gently when disagreements arise.

Children feel safe at the nursery because the staff are consistent in their expectations and children are very clear about what they are and are not allowed to do. For example, children remind each other about behaviour rules such as not riding the bikes over the lid of the sand. Appropriate furniture supports children as they learn to become more independent. For example, horseshoe cushions for those who are just learning to sit independently give children a chance to see their room from a different perspective, which

encourages their curiosity. Older children are able to help themselves to a drink when they are thirsty, go to the toilet when they need to and they are able to choose whether to play indoors or outside. These choices encourage them to be independent and to think for themselves about they want to do rather than always being directed by an adult.

Children are well supported as they go on to school because staff are proactive in seeking out and sharing information. Staff liaise well with other childcare providers used by their families. This effective liaison means that children who attend more than one setting receive a continuity of care which enhances their sense of well-being.

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

The management team are passionate about their nursery and all speak with great determination about developing this new provision to be the best nursery that they can. The management team members are all experienced childcare professionals and use their knowledge well to improve outcomes for children. Parents speak very positively about staff and praise the management team and their vision highly; this gives the team confidence to strive to achieve their goals. These clear strengths mean that the nursery has a good capacity for sustained improvement.

Managers support staff well because there are established systems and procedures in place. Induction processes and follow-up reviews are rigorous and demonstrate a commitment to improvement by all involved. Focused targets are set for staff to help them get better at their job and managers monitor these closely. Staff attend regular training to ensure that their skills are up to date. These measures mean that staff are confident when they are working with children. Staff and managers communicate very effectively with each other and there is an atmosphere of mutual support amongst the staff. This friendly working environment encourages the children to work together in a similarly cooperative way.

Managers spend time working alongside staff and so have good knowledge and understanding of what children are doing while they are at nursery. Managers know that precise, accurate assessments are not being carried out consistently across the different age groups and have put measures in place to tackle this. The planning coordinator works effectively with staff giving support that will enable them to follow the nursery's procedures appropriately. Staff carry out the compulsory assessments on children between the ages of 2 and 3 years to a very high standard.

Self-evaluation at the nursery is well-developed and accurate. Managers understand the strengths and weaknesses of their nursery and are determined in their efforts to make improvements. Staff take suggestions from others willingly and the managers encourage self-reflection in their staff as part of their professional development. This means that staff are confident to share their opinions knowing that their ideas will be listened to by management. Parents contribute to the nursery's self-evaluation both formally through feedback forms and informally through daily chats with the staff. Children make

suggestions about how their nursery could improve and staff encourage them to share their ideas. For example, the development of the nursery garden has been an on-going project led by children. This effective self-evaluation means that areas for improvement are identified and addressed quickly for the benefit of children at the nursery.

Staff understand their safeguarding responsibilities fully and work hard to keep the children in their care safe. Procedures and policies for protecting children are robust and extensive, CCTV cameras in the nursery add to the security systems in place. Managers review safety procedures regularly to ensure that they are fit for purpose and risk assessments of the indoor and outside environments further protect children. Staff are recruited carefully and managers follow appropriate checking and vetting systems to ensure that staff are suitable to work with children.

Staff work very closely with parents of all children and support families of children with additional needs particularly well. Parents have lots of information provided which helps them to understand the aims and principles of the nursery. A useful nursery website enables parents to keep up to date with events at the nursery and gives useful advice regarding the nutritional needs of young children. Staff continue this partnership in nursery as they support parents very effectively with weaning advice for the youngest children. Staff work well with the local authority to access staff training, to review nursery policies and nursery procedures and to work towards recognised best practice in all areas.

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

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| Unique reference number | EY457214 |
| Local authority | Brighton & Hove |
| Inspection number | 900806 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 78 |
| Number of children on roll | 55 |
| Name of provider | Each Peach Childcare Ltd |
| Date of previous inspection | not applicable |
| Telephone number | 01273 323199 |

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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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