

My First Word... grows up

Ditchling Road, BRIGHTON, BN1 6JG

Inspection date

Previous inspection date

26/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The nursery offers a stimulating environment with plenty of opportunities for children to learn both indoors and outside, which promotes their progress effectively.
- Staff are well-motivated, knowledgeable and enthusiastic and offer children interesting and exciting experiences, which means that all children are eager to learn
- Strong partnerships with parents means that staff work closely with them to support children very well
- Children are happy, confident and inquisitive and enjoy their time at nursery. They smile and laugh as they play and look forward to seeing their friends when they arrive.

It is not yet outstanding because

- The nursery has not fully considered how to support children's move to school and links with other early years settings are not fully developed to promote consistency in children's learning.
- Staff do not always encourage children to be fully independent at meal times. For example, at lunchtimes, staff cut up all children's food and do not provide full sets of cutlery to enable children to practise these self-care skills to fully promote their readiness for school.

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.

Inspection activities

- The inspector observed activities in all areas of the nursery both indoors and outside.
- The inspector spoke to several parents and took account of their views.
- The inspector held a meeting with the manager and spoke to two other members of staff about their roles and responsibilities.
- The inspector looked at a range of policies and procedures as well as children's developmental records and learning journals.
- The inspector carries out a joint observation of practice with the nursery manager.

Inspector

Rebecca Swindells

Full Report

Information about the setting

My First Word... Grows Up has been registered since 2013. It is privately owned and managed, and is one of three nurseries operated by the provider. It operates from a building in a residential area of Brighton. There is one main playroom, an office, kitchen and toilet facilities. There is a fully enclosed outdoor play area. There is a ramp into the building, although no toilet for disabled people. There are currently 26 children on roll in the early years age group. The nursery is registered on the Early Years Register. It is open from 8am to 6pm for 50 weeks of the year. The nursery is in receipt of funding for two, three and four year olds. The nursery is able to provide care for children with special educational needs and/or disabilities, as well as those who speak English as an additional language. There are four staff who work with the children, three of whom have relevant childcare qualifications. The setting is supported by a local authority advisor.

What the setting needs to do to improve further

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

- enhance links with other early years settings and schools in order to support children's learning outcomes consistently and consider further support for children who are transferring to school
- enhance children's independent skills further at meal times to promote their self-care and readiness for school further.

Inspection judgements

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

Children make good progress because staff encourage them to play in a variety of exciting and challenging ways. Children who learn better outdoors are able to do so as all learning areas are available both indoors and outside. Staff have an effective understanding of how to support children, for example, with thoughtful questions and engaging activities. This means that children are very enthusiastic and keen to learn. Staff are receptive to children's ideas and are genuinely interested in their play. For example, staff notice and show enthusiasm about how much children enjoy riding scooters on the ridged decking to feel the vibrations in their fingers and their bodies. Staff lead by example as they listen carefully to what children have to say. This means that children know how to sit and listen attentively, such as when they learn new songs with tricky actions. Children speak very confidently and with clarity. They show good understanding as they listen to instructions

or when staff ask them to think about carrying out garden activities safely. Children with English as an additional language are well supported with the staff working closely with outside agencies. This means that all children make good progress in their communication and language development.

There are many opportunities for children to move in different ways in the well-resourced garden. A wild area provides good opportunities for tree climbing, swinging and sliding and offers a variety of different challenges to children, which promotes their physical skills and enjoyment. Small physical resources enables children to practise throwing, catching and balancing. Children enjoy digging and planting activities in the garden and are keen to take home seedlings that they have grown. This strengthens the links between nursery and home and gives children a sense of pride in what they have done. Staff reflect on children's interests well and plan garden experiences accordingly, which develop children's effective learning about the natural world. Staff support children's understanding of the use of technology in the modern world by including resources in the play areas, which reflect real life situations such as an electronic till in the role play cafe.

A cosy area for stories is available both indoors and outside. This means that children choose books readily and enjoy sitting down to share books with staff. Children who are beginning to learn to read benefit from the positive interactions with staff who support them to recognise letters and hear their sounds. This strongly supports children's early reading skills. Children enjoy learning about rhyming words and are enthusiastic about playing word games. This is because staff play games with them that challenge what they already know and which help them think creatively. Resources to support children's emerging writing skills are readily available and staff thoughtfully plan them into the different play areas. For example, a role play cafe has order pads and pens available and a writing area is set up in the garden. Children engage readily with role play activities and staff provide effective support for children as they play, accepting the different roles that children adopt and extend their ideas. For instance, staff ask about tickets and the intended destination when children make a train out of crates in the garden. Children count with confidence and there are plenty of resources and activities to support their understanding of numbers. Children sing counting songs and staff provide challenges for children, which interest them, such as counting numbers on a clock puzzle. As a result, this strongly supports the development of number understanding. Children enjoy completing shape and pattern games with staff and speak with interest about the simple shapes that they see.

Staff plan activities for children taking good account of their interests and what they can already do. Children respond well to these activities and are enthusiastic about their learning. Effective planning supports children well, as it is appropriately challenging and caters for different development levels. Staff inform parents daily about their child's day and activities, as a result parents feel well informed about how their child is progressing. Parents receive written information, which enables them to continue to build upon activities at home. This promotes a consistent approach to supporting children's progress.

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

An effective key person approach means that children and their families feel well supported by staff, who know them well. Staff take time to settle children and their families into the nursery and this enables everyone to build good relationships and understand each other's needs. Children are happy at nursery, they smile when they arrive and parents say that sometimes they don't want to leave at the end of the day. Staff encourage children to think positively of other people in the world, for example, they sing in French and welcome children who speak languages in addition to English. Resources reflect the cultural diversity of the children, which values the different backgrounds of them. This further encourages children to think about what makes them the same, and what makes them different to others around them.

Children behave very well because staff have high expectations of them and explain themselves very clearly. Staff are good role models for children as they are enthusiastic and calm in their approach. As a result, children are polite and well mannered as they share equipment or ask for more to eat at snack time. Staff are consistent in their expectations, which means that children feel secure and understand how to behave. Children know that they can behave differently indoors than they can outdoors because staff thoughtfully remind them. Staff take opportunities as they arise to teach children about safety risks. For example, staff speak to children about walking with scissors when they leave the craft table to go and join another group for a story. These gentle techniques enable children to understand and manage their own risks in a meaningful way.

Staff discuss ways that children can keep themselves healthy as they serve their meals. Children are encouraged to look after their bodies as they talk about sun safety with staff. Staff use skilful questions and simple explanations when children are getting ready to go in the garden and need to apply sun cream. Staff demonstrate good hygiene practices as they keep the nursery clean and take appropriate measures to prevent the spread of germs. Staff remind children to use tissues when they sneeze and so reinforce children's knowledge of how to keep themselves healthy. Children show that they are learning from these good examples by saying 'I need to wash my hands now' when they sneeze. Art activities develop children's good understanding of healthy lifestyles, such as creating healthy, balanced meals using collage pictures.

Generally, staff encourage children's independence well. The cloakroom area encourages children to be independent as they take themselves to the toilet and wash their hands when they need to. Children move independently round the play areas and take responsibility for small tasks, such as putting their own artwork onto the drying racks. Children help to lay the tables at mealtimes and move sensibly while carrying the china plates. This teaches children how to handle things carefully and prepares them well for their future overall. At lunchtime, however, staff cut up food before they give it to the children and do not give children a knife to use. This reduces children's development of independent self-care skills and reduces opportunities for children to develop skills in readiness for school.

Children have not left the nursery to move onto school because the nursery has only been open for two terms. Some informal arrangements are already in place to enable children to move onto their next phase of learning smoothly. However, the staff have not fully considered supporting children's move to school, for example, by introducing resources that help children understand about future changes, such as books about going to school.

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

The manager has clear ideas and a very strong vision for the nursery. The children are at the centre of everything the nursery does and the staff readily take on ideas and initiatives. The manager is confident in her role and supports her staff effectively. As a result, the children benefit from the consistent interactions they receive. Staff speak highly of the manager and feel that she leads by example. Junior staff particularly benefit from shared teaching and paired working practices. Staff attend regular training to support their professional development and are motivated and keen to help the nursery improve. Informal supervision systems are in place, which enable the manager to fully support the other staff so that they develop high standards of practice. The manager is able to identify good teaching and is able to establish ways of building on practice to improve outcomes for children.

Self-evaluation is effective and the staff have a good sense of the strengths and weaknesses of their provision. They target areas for improvement and there are clear plans in place to support ongoing continuous improvement, which strongly benefits children. The staff know where they can access support if necessary and show confidence as they speak of their plans for the future. The strong relationships in place with parents and children enable the staff to gain their views about the nursery informally.

All staff understand their safeguarding responsibilities well. Staff know how to protect the children in their care and are vigilant in their efforts to keep them safe. This means that children are effectively safeguarded. All documentation is in place and staff carry out appropriate risk assessments regularly. Staff visually check the play areas daily, which further protects children. Recruitment arrangements are robust and help to protect the children who attend as staff undertake suitability checks .

Staff gather effective information about children from their parents during settling-in times, and plan interesting activities that they know children will enjoy. Staff carry out ongoing assessments to ensure that all children are making good progress and access support for those children who need it. Parents praise the partnerships they have with the staff. They feel confident that the staff know their children well and say that their children love going to the nursery. Staff work hard to develop the partnerships with parents and they appreciate that staff take time to keep them up to date with information about their children. Staff work confidently with other professionals including accessing support for children who speak English as an additional language. This means that staff can support those children well. However, effective systems for liaising with other providers that children attend are not fully in place to provide children with a consistent approach to

meeting their care and learning needs.

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

Unique reference number	EY457966
Local authority	Brighton & Hove
Inspection number	900814
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	26
Name of provider	My First Word
Date of previous inspection	not applicable
Telephone number	07825368974

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

