

Young Sussex Nursery (Dyke Road)

193 Dyke Road, Hove, East Sussex, BN3 1TL

Inspection date	26/11/2013
Previous inspection date	20/04/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff have exemplary methods for assessing and planning in order to meet children's learning and development needs. Children make rapid progress as a result.
- Children have excellent opportunities to be independent, active learners in this well-resourced, high quality learning environment.
- Staff build extremely strong partnerships with parents, which gives children excellent support in their care and learning.

It is not yet good because

- Senior managers have failed to follow their safeguarding policy, which compromises children's safety.
- On a few occasions, staff do not fully support children to consider solutions to their own questions, which has a minor impact on their critical thinking 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 babies and children at play in their playrooms and the garden.
- The inspector met with the management team to discuss safeguarding and other leadership issues.
- The inspector examined a range of documentation.
- The inspector and the manager carried out a joint observation.

Inspector

Susan McCourt

Full report

Information about the setting

Young Sussex Nursery (Dyke Road) opened in 1995. It is privately owned and is one of three nurseries run by the same provider. It is situated in a large converted house in the Seven Dials area of Brighton, East Sussex. Children have access to a number of secure outdoor play areas. The nursery is open Monday to Friday, all year round from 7am to 7pm. It is closed on bank holidays and for a week between Christmas and New Year. The nursery currently has 120 children on roll, all of whom are in the early years age range. Children attend for a variety of sessions. The nursery is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and is in receipt of funding for early education for children aged two, three and four years. The nursery offer support to children with special educational needs or disabilities and to those children who speak English as an additional language. There are 21 staff who work with the children, and all but two of them hold recognised early years qualifications. The manager and deputy are not included in the ratios. There are two staff with Early Years Professional Status who work for the Young Sussex organisation and who are present regularly in the nursery.

What the setting needs to do to improve further

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

- ensure that senior managers implement the policy and procedures to safeguard children when a safeguarding issue is raised.

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

- enhance children's critical thinking skills by inviting them to consider answers to their questions.

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 support children's learning and development needs. They devise highly challenging and interesting activities for children which are firmly rooted in children's interests and ideas. Staff are very skilled at weaving in specific learning for individual children, so that children's identified next steps are continually met. This enables children to make excellent progress given their starting points and capabilities and supports those children who are gifted and talented.

Staff have exemplary teaching skills. They support children's communication and language

development with continuous conversation and interaction. Staff get onto the same level as babies and toddlers to gain eye contact and check children's understanding. They emphasise key vocabulary and encourage a range of vocalisation so that children gain confidence in expressing themselves. Staff are very skilled at noticing what babies are trying to do, and facilitate it for them. For example, when a young toddler attempts to turn the music player on, staff notice and immediately help the child to listen to the music. As a result, children are confident that staff greatly value what they say and do. Staff devise very high quality activities which rapidly engage children in purposeful play. For example, pre-school children make their own treasure maps, tearing the paper to make them look old and skilfully using pens to draw the detail. Children know they will be using them later in the day, and take them outside to work as a group, to follow the journeys they have devised. This develops into a lengthy activity, and children are completely absorbed in what they are doing. This demonstrates how staff expertly cover all aspects of the curriculum and build children's ability to concentrate on shared tasks.

Staff are highly effective at analysing children's ability with numbers and supporting them to extend their skills. For example, when a child is doing a number matching puzzle, staff carefully count with the child and find the matching numeral. Staff also take advantage of a range of natural opportunities to count, calculate and measure. This means that children rapidly make progress in their learning. Children of all ages have exemplary opportunities to engage in independent play. Staff are skilled at giving children the time, space and resources to follow their own choices and ideas. Staff expertly judge when to intervene in play to support and extend children's ideas. In this way, when children look at the globe and wonder where rhinoceroses come from, a member of staff helps them to find the countries. Children have excellent creative thinking skills. Staff ask them open questions to help them make decisions such as 'what will you have on your treasure map? What do you think you might find?' When children ask questions, staff give well-judged explanations to extend children's understanding. There are some occasions however, when staff supply answers rather than inviting children to consider their own questions, such as why something doesn't fit. This does not fully support children's critical thinking.

Staff work very closely with parents and carers to establish children's starting points and continue to communicate in highly effective ways to build a very strong partnership. Staff closely observe children's achievements and track their learning against their expected levels of development, using published guidance. They do this every seven weeks, which keeps a close track of children's progress, enabling staff to quickly identify the immediate next steps. Staff meet with parents at this point to share ideas and confirm the next steps. Staff then work together to write plans for the next seven week period, expertly weaving in individual children's next steps alongside their interests and ideas. The plans are summarised and given to parents in advance, along with ideas for supporting the learning at home. Parents contribute regularly to the communication diaries and learning journals, along with other carers. This enables children to make rapid progress in a consistent, supportive partnership. Staff meet with parents to discuss the progress check made when children are two years old. Parents comment on how accurate and comprehensive the checks are. When children move between age groups, their whole file moves with them so that it builds into a full record of the child's progress through the nursery.

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

The key person system is well-established and provides extremely good care for children. The key people know their children very well and build warm and affectionate relationships. As a result, children are extremely settled and confident to separate from their parents. The nursery has recently reduced the number of age groups that children were grouped by, to create fewer transitions within the nursery. This has had a positive impact on children's learning and confidence. Staff make displays of family photographs to help children feel at home. Children have a great deal of choice and independence which fosters an excellent sense of ownership and belonging. Thoughtful ideas, such as having a named nursery toy which each child has a turn in taking home, add to the family atmosphere of the nursery. Staff create excellent learning environments in and out of doors. Children of all ages benefit from plenty of space and a wide variety of choice in activities. Staff present activities in exceptionally interesting and challenging ways. For example, they provide a mass of dry autumn leaves with toy animals and tunnels. If children bring toys from home, staff create an imaginative environment for them, which means that children display high levels of engagement and purposeful play. Staff work with children to make well-crafted home-made resources such as a pirate treasure chest, which they continue to use in future play. This gives children an exemplary sense of skill and independence.

Children have excellent opportunities to adopt healthy lifestyles. Children eat a well-balanced diet of meals and snacks, with drinks of water available at all times. Staff prepare babies' food at the correct temperature and texture for their particular stage of weaning. All children have excellent self-care skills for eating as staff encourage all children to serve and feed themselves as much as possible. Children also learn about healthy eating in specific themed work and take part in imaginative cooking activities. Children adopt excellent hygiene habits. Even the youngest children benefit from practises such as wiping their own faces with a fresh flannel in front of a well-sited mirror. In this way children learn to keep themselves clean. Children can also independently use the toilet facilities and quickly become skilled in their personal self-care. Children's physical development is extremely well fostered. They develop mature skills in early writing because of the frequent activities which support their small muscle development. Children enjoy creating obstacle courses and challenge themselves by jumping in and out of tyres, or experimenting with balancing. Staff foster children's understanding of how to keep themselves safe when taking risks with new skills, and as a result, children use cutlery and scissors with great skill. The breach of the safeguarding requirements does not have a significant impact on children's safety and well-being.

Children's behaviour is impeccable. They demonstrate mature social skills such as supporting their friends to have a turn before them on the balance beam, and saying 'thank you' and excuse me' in spontaneous conversation. Children cooperate in play, negotiating with their friends to agree what and how they will play. Children listen to each other, and explain the rules of the games they play. Children persist when they learn new skills and experiment with different ways of achieving the challenge they have set for themselves. Babies and toddlers have an extremely strong curious drive, and are determinedly active learners. As a result, all children acquire excellent skills to assist them

in their future learning.

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

The understanding that leaders and managers have of how to safeguard children requires improvement. This inspection was brought forward after the nursery made a notification to Ofsted. The inspection found that the senior managers in the nursery had not followed their safeguarding procedures. This is a breach of the requirements of the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The impact on children has been minimal. The safeguarding policies and procedures are comprehensive and detailed. All staff have been checked through the Disclosure and Barring Service, and trainees, or those whose checks are being processed, have no unsupervised contact with children. Staff have updated their training in safeguarding and child protection recently and senior managers have immediately begun to take steps to address the breach of regulations.

Staff use thorough risk assessments to support children's safety in highly effective ways. Both entrances to the building have buzzer entry only, so staff always know who is coming into the building. As staff and children move around the building, they are vigilant to ensure that safety gates are firmly closed and children are well supervised. The manager holds frequent fire drills so that staff and children know what to do in the event of an emergency. Records of children's information such as accident and medication records are well-organised and securely held. Accident records are rigorously monitored to ascertain if there are any patterns which might suggest an area for improvement. Staff receive training in how to handle any medical needs a child has. Thirteen staff hold a current first aid certificate. Leaders and managers have an excellent understanding of how to monitor and improve children's learning and development. Every seven weeks, the tracking documents of children's progress are put onto a central database. Senior managers can then analyse the data to check for any achievement gaps for groups such as boys, or children with additional needs, for example. As a result, staff recently enhanced the presence of mathematics in the planning. The nursery's Early Years Professional audits the resources twice a year to check that all aspects of the seven areas of learning are covered. This means that staff have the equipment and resources to fully support their work. The senior managers consult regularly with parents, staff and children to evaluate the nursery provision. They then act on suggestions, such as extending the opening hours to meet families' needs. Staff benefit from highly effective supervision and appraisal meetings which support their professional development. They have access to regular training and learn from colleagues as they share skills and ideas. This means that the evaluation system is highly effective at improving children's learning and development.

Parents meet with their child's key person every term to discuss their child's development and agree next steps. They contribute to the communication diaries and learning journals and receive copies of all the planning for their children in advance. This means they are exceptionally well-informed about the nursery. Parents are very appreciative of the care and activities that staff provide, commenting that active children are really well

challenged. They see the nursery's influence on the children's language development, and the social skills children gain. The nursery has built excellent partnerships with other day carers and professionals. Staff use the local authority ethnic minority service to assess children's language development in their mother tongue and provide a translation service for parents. Staff work with other professionals to follow shared strategies for children with additional needs and secure the support the child requires. Staff also work closely with receiving schools to support children in making a smooth transition to the next stage of their learning. This means that overall, children enjoy extremely consistent and coherent care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Not Met (with actions)
The requirements for the voluntary part of the Childcare Register are	Not Met (with actions)

To meet the requirements of the Childcare Register the provider must:

- implement a written statement of procedures to be followed for the protection of children (compulsory Childcare Register).
- implement a written statement of procedures to be followed for the protection of children (voluntary Childcare Register)

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	130732
Local authority	Brighton & Hove
Inspection number	939569
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	91
Number of children on roll	120
Name of provider	Ingrid Boyd
Date of previous inspection	20/04/2011
Telephone number	01273 736 948

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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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