

Jump Start Nursery

Moulsecoomb Children's Centre, Hodshrove Lane, Brighton, East Sussex, BN2 4SE

Inspection date	27/01/2014
Previous inspection date	23/04/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff know children well and the key person system is effective as they focus on children's interests and include them in planning so children make good progress from their starting points and capabilities.
- Children's critical thinking and problem-solving skills are very well fostered by staff who consistently use open questions to prompt children's thinking.
- Staff build strong partnerships with parents, dealing professionally with any issues and sharing detailed information about children's care and development.
- A robust evaluation process means that areas for development are effectively targeted. This ensures children's care, learning and progress are promoted to a good level.

It is not yet outstanding because

- Staff provide a wide selection of activities that children can easily access, although some resources are not always easily accessible for the older children.
- Staff are committed to outdoor learning, however, there is scope to improve the outdoor environments for the younger children to maximise opportunities for children's learning and development.

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 had discussions with the manager and most staff members.
- The inspector sampled records and documentation relating to children's progress and development and key policies to support the safety of the children.
- The inspector observed children engaged in activities indoors and in the outside area.
- Five parents were interviewed and their views taken into account.
- The inspector and manager undertook a joint observation of an indoor activity.

Inspector

Joanne Wade Barnett

Full report

Information about the setting

Jump Start Nursery registered in 2008. The nursery is situated within Moulsecoomb Children's Centre in Brighton and Hove, East Sussex. The nursery is accessed by lift or by a short flight of steps. Child care is provided in a range of rooms and play areas; children also have access to an outdoor play area. The nursery is open from 8 am to 6 pm, Monday to Friday for 51 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently 72 children on roll in the early years age range. The nursery receives funding for the provision of free early education. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are currently 17 members of staff who work with the children. Of these, 15 hold a recognised early years qualification at National Vocational Qualification at level 3 or above. The manager is Early Years Professional and the deputy holds Qualified Teacher Status.

What the setting needs to do to improve further

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

- review the organisation of some activities so children are able to make a wider choice

- enhance the outdoor play environments for the younger children, to reflect the quality of the continuous indoor provision and to extend children's learning and development opportunities outside

Inspection judgements

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

Staff demonstrate a good knowledge of the Statutory Framework for the Early Years Foundation and understand how children learn through play. They create age appropriate child-centred environments in each of the rooms where children are happy and keen to choose from interesting experiences offered. Older children can choose to play in the outdoor area throughout the day. However, the learning environment for babies to support their exploration and sensory play outdoors is less evident. Staff plan activities and support individuals well so that every child experiences a relevant and interesting programme of activities. The system for recording observations and assessments clearly show each child's achievements and progress. Planning relies on the skills of staff who are

adept at responding to children's individual interests. This is based on information they gather from parents and frequent observations of children's play. Staff establish what children can do when they first start through talking with parents about their child's development and their needs.

Children demonstrate good communication skills as they talk to each other when playing or confidently talk to the adults. They are able to describe what they are playing with or talk in detail about their family. Staff use open-ended questions to extend children's vocabulary, taking into account the age and stage of development of the children. For example, the staff speak in simple sentences to the very youngest children, using single words when pointing to objects to support children's understanding. Children with special educational needs are supported extremely well, with the staff showing a good understanding about promoting language and communication using visual timetables.

Children show great enjoyment as they put on wellington boots and create footprints by stepping into the paint and walking across paper. Staff encourage children to describe the sound and the feeling as they make a pattern on the paper, 'its sloppy and sticky'. Staff encourage children's early mathematical skills. Children spontaneously use mathematical language in a variety of activities. For example, they talk about adding 'more' water to make their beakers to make it 'bigger', and estimate how many bricks they will need to build a tower of a certain height. Staff teach toddlers to match and post shapes, push buttons and to complete puzzles independently. This allows children to try for themselves and results in them achieving their goal.

Children receive good preparation in terms of independence skills and confidence for their next steps in education. They are starting to manage their coats and shoes, and understand how to take part in group activities with support from staff. The nursery has very good links with local schools and teachers in preparation for those children who move onto school.

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

Children are extremely confident and demonstrate a strong sense of belonging within the friendly nursery. They settle quickly into the nursery because staff form strong relationships with children and their families. Staff know their key children well because they regularly share information with parents and carers. Staff support those children well who need additional help with care routines or who have medical conditions that require additional assistance. Staff follow new hygiene and health routines, particularly when nappy changing and dealing with children who are unwell. This ensures that children are cared for in a clean environment, where the risk of cross infection is minimised.

Children enjoy sociable mealtimes and eat food that is freshly prepared at the nursery. Meals are nutritious and children learn how to keep themselves healthy through drinking regularly and being physically active, indoors and outside. Children use wheeled toys and apparatus such as bikes and dig in the mud to help them develop their muscle strength. The staff teach the children to take care of the nursery's guinea pig. Children learn how to

keep themselves safe with gentle reminders from staff, such as talking about why running indoors could result in hurting themselves or another child.

Staff care for children in an environment that is calm and relaxed. Children behave well and are positively engaged in the activities on offer. They share resources well and they benefit from taking part in group games, although these activities for the older children are not as easily accessible to the children as other resources in the nursery. This enables them to gain a good understanding of working cooperatively with their friends. Children reach toys with ease, due to the arrangement of low-level cupboards and drawers. Children move from one activity to the next, making decisions about their play and learning. Staff support children's move on to school because they welcome visits from local reception teachers and they talk to the children about their future schools.

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

The manager and staff have a secure understanding and awareness of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. This inspection took place following a notification from the provider that a child had access to a bottle of essential oil after nappy changing. The inspection found that staff were quick to respond and removed the bottle immediately. Since the incident the nursery have tighten their procedures to ensure all oils are removed from children's reach and stored in the office. Staff are deployed well throughout the nursery. Children, in particular during nappy changing, are well supervised with staff making sure they get their full attention until they are safely changed and taken back to their room. The manager demonstrates that she has taken all the necessary steps to safeguard children in the future and risk assessments are now effective. The provider demonstrates her secure understanding of the need to notify Ofsted of any significant incidents. When needed she works closely in partnership with other agencies, such as environmental health to promote children's health.

The manager fully understands her responsibilities in meeting the safeguarding requirements. She ensures staff receive regular training in identifying any concerns about children in their care, and staff understand the procedures to follow. New staff are vetted prior to having any access to children, and they receive a full induction programme to ensure their continued suitability to work with children. All staff access local authority training and share their knowledge and skills with each other at regular staff meetings. The manager leads in-house training and monitors the impact of this on children's learning and development. Staff receive regular supervisions and appraisals which help them to identify their strengths and future professional development opportunities. She has high aspirations for the nursery and asks for feedback from parents and children in order to plan future improvements.

The manager and staff demonstrate an ability to drive continuous improvement successfully. Close links with outside agencies support children's well-being and development. The manager has formed effective relationships with health visitors, speech

and language therapists and social services. She shares information with other early years providers to fully support children and their families. Parents are very happy with the provision and say that their children settle quickly and that they thoroughly enjoy coming to nursery. Parents say they are particularly pleased with how staff and management share information with them about how to support their children's learning at home. For example, they have regular meetings and are invited to contribute to their assessments.

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	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	EY380580
Local authority	Brighton & Hove
Inspection number	949075
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	37
Number of children on roll	72
Name of provider	Brighton & Hove City Council
Date of previous inspection	23/04/2009
Telephone number	01273 294058

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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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Piccadilly Gate
Store St
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M1 2WD

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