

Sun Valley Nursery

Valley Social Centre, Whitehawk Way, BRIGHTON, BN2 5HE

Inspection date

Previous inspection date

29/04/2014

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

- Staff have an excellent approach to their work, with consistent shared values and a good standard of practice. This gives children high levels of consistency.
- The learning environment gives children good levels of independence and staff have strong skills in supporting children in their self-care skills.
- Children have good communication and language skills because staff are skilled at teaching children to be confident talkers.
- Children benefit from well-established planning and assessment methods, which staff follow to provide activities shaped to children's interests and next steps.

It is not yet outstanding because

- Children's learning records are not very user-friendly, which makes it harder for parents to be full partners in children's learning.
- Some activities do not have sufficient challenge to engage children's problem-solving skills and critical thinking.

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 children at play in the playroom and outside.
- The inspector and manager carried out a joint observation.
- The inspector met with managers to discuss safeguarding and monitoring procedures.
- The inspector examined a range of documentation and records.

Inspector

Susan McCourt

Full report

Information about the setting

Sun Valley Nursery is run by Brighton and Hove County Council having existed on the site for many years previously. It registered in 2013 and operates from an open-plan room with a small rest room in the Valley Social Centre in Whitehawk, Brighton. Children have access to an outdoor play area. It is open each weekday from 9.15am to 3.15pm term time only. This provision is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery has 39 children on roll. There are six members of staff, all of whom hold appropriate early years qualifications to at least level 2 with four staff qualified at level 3. Currently, one member of staff has Early Years Professional Status. The setting provides funded free early education for two, three and four-year-old children.

What the setting needs to do to improve further

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

- develop children's learning records to give user-friendly information to parents and encourage the partnership
- increase the level of challenge and interest in children's activities to support their critical thinking skills.

Inspection judgements

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

Staff have a good understanding of how to meet the learning and development requirements. Having worked as a team for some time, they have well-established skills in providing a broad and balanced curriculum, which gives children interesting activities across all seven areas of learning. Children are independent, active learners who are continuously engaged in purposeful play. As a result, they make good progress given their starting points and capabilities.

Staff are skilled at supporting children's communication and language skills. They talk with children as they play, repeating the words children say and speaking clearly. Staff make the conversations interesting with emotional responses such as showing enjoyment and surprise, or by adding sign language. Staff use open questions, which help children to answer in their own words and give their ideas; staff also wait for children to respond, so that they have time to think. This helps children pick up a wide vocabulary and become confident communicators. Staff are skilled at maintaining conversations with different children and differentiating in their play. For example, when three children are

playing slightly different imaginative games in the role-play area, staff chat with each child to extend their play. In this way, each child enjoys their role play and plays for lengthy periods. Children are clearly familiar with imaginative play as they use lots of language 'in character' as the doctor or mum. Children enjoy a wide variety of play activities and staff adapt them according to children's interests. For example, when children bring a boat over to the water tray, staff provide further boats alongside the animals and containers already available. Staff are skilled at promoting children's critical thinking and problem-solving skills. They ask 'what should we do?' and 'what do we need?' to support children in finding solutions when they have run out of milk for example. However, some activities lack sufficient challenge to fully support children's thinking skills. Children enjoy playing with a wide range of materials and media, such as paint, innovative non-sticky dough, sand, soil and bubbles. Children have time to become fascinated by watching sand fall through their fingers and engage with the sensory aspects of play. Staff provide a sensory den, which helps children to explore their senses in calm and engaging ways. Children have good opportunities to develop their literacy skills as staff include writing and mark-making equipment in all the play areas. Books are also in a wide range of places so that children can pick them up anywhere. Children enjoy using large white boards and chalk boards for large pictures and swirling patterns, which is good preparation for their writing skills.

Staff meet with parents when children start at the nursery and parents provide a range of information about children's starting points. Staff then make careful observations of how children play and their levels of development in each area of learning to identify what their next steps might be. Each week, plans include activities to follow children's interests and next steps, as well as talking into account adult-led learning and community events. Staff also make sure that all aspects of the curriculum are included to provide a balance of activities. This thorough approach means that plans are always fully targeted at children's learning and development needs. Staff write reviews of children's learning each half term and meet with parents to talk about progress. They give parents ideas to help children's learning at home. Staff evaluate their plans and children's learning so that they can shape and adapt plans for children's needs. Staff track children's learning against expected levels of development so that they can identify any achievement gaps and devise ways to address them. The reviews that staff write also include the progress check at age two and the documents that go to school. The tracker shows that children make good progress in their learning and development, and that some progress is rapid when addressing delays in speech and physical skills for example.

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

Staff have a very effective key person system, which helps children to make secure attachments in the nursery and feel confident to separate from their parents. Staff carry out a home visit with all families so children feel more comfortable when visiting the nursery, as they can recognise their key person. Staff and parents work together to decide how many settling-in visits children need and gauge this by the child's response. This means that all children can settle in at their own pace. Children have space for their

belongings in nursery, and see their photographs on the visual timetable display, for example. This helps them to feel at home. Staff have created an excellent learning environment. Children enjoy a great deal of independence as they can easily reach the toys and equipment, which is all of very good quality. For example, in the art area, children can choose from a wide range of materials, paper and scissors and enjoy open-ended creative play. Outdoors, staff have created a play environment with all aspects of the curriculum. This means that active learners who prefer outdoor play can also have the same early writing opportunities.

Children have good opportunities to enjoy a healthy lifestyle. Meals and snacks are healthy and well-balanced, with fruit and vegetables always included. Staff give strong support for children's independence and self-care in feeding skills. For example, children pour their own drinks, get their cutlery and scrape their plates. Staff teach children new skills by showing children what to do then encouraging them to have a go themselves. Children understand the well-established hygiene routines and know to wash their hands after messy play and before eating. They also manage their own coats and shoes, or ask for help if they are struggling with zips, for example. Staff are very good role models for children's safety. They teach children how to use scissors and cutlery, and how to hold their arms out to balance on the obstacle course. Children learn these skills and spontaneously adopt them in later play.

Children's behaviour is good. Staff give clear, firm guidance and consistently follow up on what they say. As a result, children know what is expected of them, and listen to what staff say. Children learn to manage their feelings and express themselves, which helps to build their confidence and self-esteem. Children cooperate in play and invite their friends to join them in play. Staff give lots of direct praise and encouragement, so children know what they do well. Staff set a calm and purposeful atmosphere, which helps children to engage happily in play. Overall, children acquire good skills to support them in their future learning.

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

The leaders and managers have a good understanding of how to meet the safeguarding and welfare requirements. All staff are checked as to their suitability before they start work in the setting. Staff understand the robust policies and procedures that guide them and know exactly what action to take should they have concerns about the welfare of a child. All staff receive training in child protection, and parents are told about the policies so that they understand staff's responsibilities. Managers plan very effectively to meet the required staff ratios and provide one-to-one support for children with additional needs. All documentation and record keeping is well-organised, which underpins children's well-being.

The manager works with her line managers to monitor and improve the provision. The manager analyses the tracking data to identify where groups of children may have achievement gaps. For example, seeing that some children's early writing skills were not

developing, she examined how the writing areas were being used and effectively made changes to include writing across all activity areas. Consequently, tracking of children's progress by staff has shown an improvement in this area. Staff have regular supervision and appraisals to support their professional development and appreciate the opportunities they have to attend training. Senior staff within the setting act as mentors and share their teaching expertise. This enables staff to be continuously developing their skills.

Parents receive a daily handover from staff so they know what their child has been doing that day. They met with staff regularly to discuss their child's progress, but the record keeping is currently rather formal, in that there are few pictures and samples of work. This makes it harder for parents to see what children and staff are actually doing that is helping children develop, which has an impact on the quality of the partnership. Parents notice the changes in their children's abilities and are appreciative of how staff have supported their language development, independence and behaviour. Parents also comment on how useful staff are in providing support such as potty training and behaviour management. Staff have well-established professional links in the area as they have worked in the area for some time. They work with the local authority staff to support the children who speak other languages in addition to English, and children with additional needs. This helps staff and parents to give consistent support to children. The manager and staff team have strong links with the local schools and visit with the children who will be attending. They have photographs of areas of the school so that children can see where they will be going and what it will look like. The manager asks for feedback about how children settle in order to identify any areas for improvement in this process. She comments that the feedback is often about how children are willing to learn and are confident to join in.

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	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	EY469053
Local authority	Brighton & Hove
Inspection number	939871
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	43
Number of children on roll	39
Name of provider	Brighton & Hove City Council
Date of previous inspection	not applicable
Telephone number	01273 290 000

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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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