

Cbabiesafe Limited

64 Palmeira Avenue, Hove, BN3 3GF

Inspection date

Previous inspection date

01/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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	2
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The nursery has inspirational leaders who motivate a very strong staff team exceptionally well. Consequently, everyone strives to provide the very best opportunities for children.
- Children show that they are very happy and feel very settled at their nursery because they play confidently and demonstrate high levels of independence in all that they do.
- Parents speak very highly of staff and feel that everyone at the nursery is approachable, supportive and knowledgeable. This means that partnerships between staff and parents are extremely strong and benefit the children.
- Children benefit greatly from exciting and thoughtfully planned activities that interest them and encourage them to make very good progress.
- The indoor environment is vibrant and celebrates the diversity and individuality of the children.

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 spoke to staff, managers, parents and some children about the nursery and took their views into consideration.
- The inspector scrutinised the full range of policies and procedures and also looked at a sample of children's records.
- The inspector looked at staff qualification records and checked suitability records for all staff.
- The inspector carried out a joint observation of practice with the nursery manager and the nursery deputy manager.

Inspector

Rebecca Swindells

Full report

Information about the setting

CBabiesafe is one of two nurseries that re-registered as a limited company in 2013, although it has been running since 2002. It operates from a converted house in a residential area of Hove, East Sussex. The nursery has nine main play rooms spread over three floors, and kitchen and toilet facilities. All children have access to secure, enclosed outdoor play areas.

The nursery is open from 7.30am to 7pm Monday to Friday all year round. The nursery also provides sessions on a Saturday from 10am to 4pm. All playrooms have webcams installed for the exclusive use of parents whose children attend the nursery. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 86 children on roll aged from birth to five years. Children attend for a variety of sessions. The nursery employs 20 members of childcare staff. Of these, 17 hold appropriate early years qualifications including the manager, who holds a degree in Early Years. In addition the nursery employs two kitchen staff. The nursery provides funded early education for three and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the garden areas so that outdoor activities can reflect the vibrancy and exceptional learning opportunities offered for children indoors.

Inspection judgements

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

Staff encourage children to be independent and to choose and use resources that interest them, by providing toys that are easily accessible and clearly labelled. Each classroom has open floor spaces and cosy areas that enable children to play freely in a space or be quiet and restful if they want to. This consideration for children means that the atmosphere in the nursery is calm, purposeful and all children busily involve themselves in their play. Children play extremely well together and staff plan enriching activities to help them build their personal and social skills. For example, following a favourite story, older children work together exceptionally well to build small brick houses for little pigs and children are delighted when their 'wolf' friends try and blow their houses down. These shared experiences teach children the benefits of teamwork and the joy of achieving success together. Staff praise children's teamwork and leave children in no doubt that team working is something to celebrate.

Children in all age groups listen attentively and show highly impressive levels of concentration. This is because staff provide imaginative and stimulating activities which interest and excite children. Children who are not yet two years old sit for an extended period of time as staff use soft dolls to sing favourite songs such as 'heads, shoulders, knees and toes'. The children are fascinated to find the body parts on their dolls and staff give them time to look and think about the words of the song. Staff value children's ideas and opinions and enable them to make choices and decisions about their nursery day. This means that children learn to speak clearly and with confidence, knowing that staff will take notice of what they have to say. Children learn to move in a variety of ways both indoors and outside. Equipment for climbing, jumping, pedalling, rolling, hitting and catching is freely available, which helps children develop strong physical skills. A visiting dance teacher stimulates children's imaginations and staff use his ideas in other activities during the week. This encourages children to develop good control over their bodies and challenges them to move in different ways.

Children learn how to be healthy and how to take care of themselves because staff remind them, using photographs and picture cues throughout the nursery. Staff expect children to dress themselves appropriately for the weather asking, 'Do you think plimsolls will keep your feet dry in the garden?' Children think for themselves and independently decide to wear wellington boots outside in the rain. Such questions, routinely asked, allow children to develop their independence and help them learn to take care of themselves. Throughout the nursery children show a love of stories and books. They snuggle up with staff to share favourite stories and rhymes which prepares them well for their future lives as they become confident readers. Staff teach children to link letters to sounds from a very young age and labels on items throughout the nursery help children to become confident at recognising their own name and the names of familiar toys.

Staff support emerging writing skills very well and give children a wide variety of opportunities to write and make marks. Children write for pleasure as they label their own drawings and paintings and staff are enthusiastic about more formal efforts to correctly shape letters in shallow trays of sand. Staff teach number and counting skills as a routine part of the day. Staff expertly differentiate hide and seek games in the garden encouraging younger children to count to 5 or 10 and ask older children to count to 25 before beginning their turn to seek. Such methods give confidence to children as they become more familiar with counting. Children develop a secure understanding of shapes, patterns and time because staff are highly effective in the ways in which they incorporate ideas into the nursery routines. Photo walls and visual timetables help children to track time and understand the routine for the day. Staff use mathematical language confidently and so children become used to hearing the vocabulary of shape and measure as they play.

There is a highly impressive sense of celebration of individuality throughout the nursery. On every wall, positive images celebrate individuals, families, their countries and their different languages. Children learn how to greet their friends in different languages and learn about the different culture and customs of their friends and families. Staff foster this sense of individual worth very well and as a result, all children thrive and flourish, feeling confident and special.

Staff plan activities that will motivate and excite children. Recently, children showed interest in some butterflies they had seen in the nursery garden. Staff pursued this interest and enabled children to hatch 5 caterpillars into butterflies. Children delighted in watching the caterpillars go through their transformation stage and were thrilled in the end when they could release their butterflies back into the garden. Such innovative activities have a significant impact on children's learning and provide experiences that they will remember for a long time. Younger children have recently shown interest in space and the solar system and staff captured this interest by making a multisensory space station with space photographs and models. They used sand to represent the surface of the moon and the visiting dance teacher developed space moves to further enrich the children's experiences. Such thought provoking activities enable children to become bold and confident learners. Ambitious activities are fully embedded into the nursery day. For example, water-play activities are not restricted to the outside area which means that children can take their time experimenting and exploring in a warm environment. As a result, the youngest children learn about floating and sinking with plastic balls without getting cold, which means that they can enjoy the activity for longer. Older children use water and small pebbles to explore the concepts of heavier and lighter, with balance scales in water. Staff support them exceptionally well using probing questions and introducing mathematical language to describe the situations that the children encounter.

Staff plan themes carefully, using what they know about the children to enable activities to have the maximum impact. Staff regularly review what they know about children and use observations and assessments highly effectively to ensure that their plans are well-targeted. Parents are fully involved with every aspect of their child's learning and development. Staff share their plans for individuals regularly and encourage parents to contribute their own thoughts and ideas to help their child. Ideas for home activities are readily available and staff listen willingly to what parents think their child needs to do next. This partnership working between home and nursery means that everyone involved is working together to give children the best possible start. Staff prepare children exceptionally well for the next stages of learning because they encourage them to be interested, ambitious and confident learners.

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

The indoor environment at the nursery is exceptional and nurtures children in a creative and homely way. The outside area, although appropriate for the age of children in attendance, lacks the vibrancy of the indoor space so does not excite and engage children to quite the same level. This means that the outstanding opportunities children have to be challenged and use their imaginations while playing indoors, are less evident when they are playing outside.

A fully embedded key person system enables all children and their families to feel happy, settled and well looked after at the nursery. Staff plan flexible settling-in sessions when children start and when they transfer to different rooms. Parents are invited to stay with their child during settling and support them for as long as is necessary. Parents say that

staff make them feel welcome and included, which means that everyone involved is relaxed and confident about children starting nursery. Staff gather information about children during the settling sessions which they use to plan activities children will enjoy and that will motivate them to make good progress. Systems for sharing information between key people when children change rooms are well-established and mean that transition processes are smooth.

Children behave well because staff have high expectations of them. Staff speak gently and politely to children and take time to explain to them about the consequences of their behaviour. As a result, children are considerate and polite to one another. The nursery menu is healthy and well balanced and they have received a Gold award from the local authority for the quality of food they provide. Staff encourage older children to talk about what they are eating and to serve themselves their meals. This means that children develop an understanding about eating a varied diet and also they begin to understand how to manage the amount of food that they eat. Staff expect children to demonstrate increasing independence as they grow older. Children take themselves to the toilet and wash their own hands as soon as they are able and photographs and pictures around the nursery remind the children how to carry out simple tasks correctly. This independence gives children a sense of responsibility that prepares them well for their future lives.

All children are able to rest and sleep at nursery if necessary which helps them develop well. Staff understand children's differing needs and manage these needs with great sensitivity. Robust procedures for checking sleeping children are in place which help to keep children safe while they at nap times. Staff looking after the youngest children provide support for parents with managing their children's sleep patterns. Parents appreciate how knowledgeable the staff are and recognise the assistance they provide for helping them establish routines with their children. This partnership working between home and nursery benefits children as their routines and strategies are shared for continuity.

Staff have a thorough and comprehensive understanding of how to keep children safe at nursery which protects children well. Staff involve children in decisions about managing their own risks, such as asking them if it is a good idea to do a hopscotch activity on the outside patio area when the patio slabs are wet and slippery. Staff take appropriate measures to protect children from the effects of weather, including using sun cream and wearing all-weather coveralls for crawling babies. These precautions further protect children as they play. Effective transition arrangements and information sharing with schools mean that children transfer to school ready to learn and schools already know a lot about them. Staff encourage the children to be excited about going to school and as a result, prepare them well. Staff thoughtfully plan preparation activities such as displaying photographs of the schools and providing uniforms for children to try out in role play. Such things increase children's confidence as they move to the next stage of their learning.

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

The management of the nursery is extremely strong. Managers have exceptionally high standards and expect all staff to meet these standards at all times. They are uncompromising in their pursuit of excellence. Children receive an exemplary standard of nursery education and make very good progress as a result. Staff benefit from regular training to enhance their practice. Local authority training keeps staff knowledge and skills up-to-date and in-house training for all staff helps to maintain the very strong sense of shared purpose at the nursery. Staff confidence in their understanding of their safeguarding responsibilities has been boosted with recent training for the whole team. Staff speak articulately and with determination about how they protect the children in their care which helps to keep children safe. Managers are determined and rigorous in their approach to developing staff skills. Regular observations of staff with detailed follow-up meetings support staff exceptionally, well to grow and develop as practitioners. Managers have a fine eye for detail and are meticulous in their approach to making the nursery the best it can be. The management team offer support to staff and work alongside them to help them improve what they are doing for the benefit of the children. Staff value the wealth of experience held by the management team and listen to what they are being told. As a result their work with the children is of an extremely high quality.

Planning, observation and assessment procedures are rigorous and have the needs of the individual child at the centre. Consequently, all children make at least good progress at nursery. Staff monitor all children to ensure that their development is as they expect it to be. This means that staff identify any issues or concerns quickly and action is taken to resolve them. Staff invite parents to be involved at every stage of the planning and assessment process and encourage them to make contributions and comments about their child's progress. Staff support children who have special educational needs and/or disabilities and children who speak languages in addition to English, exceptionally well. The special educational needs coordinator accesses support from local authority services promptly and with confidence.

Comprehensive self-evaluation procedures are in place. Managers consistently reflect on the progress of the nursery as a whole, as well as the progress of individual children. Staff reflect on their daily practise and adapt activities and environments accordingly. Staff take time with managers to consider what they could do to improve what they do and all are uncompromising in their desire to make changes that will improve the nursery experience for children. Parents are confident to ask questions and regular questionnaires offer further opportunities for parents to make suggestions. Children comment about their own nursery experiences and give their ideas clearly and with confidence. This ongoing reflective practice means that the nursery is constantly evolving and experiences for children get better all the time. Robust recruitment procedures and ongoing suitability checks for staff help to protect children at the nursery. Staff understand the comprehensive safeguarding policies and procedures which means they can act promptly if they have any concerns about a child. A fingerprint entry system and playroom closed-circuit television cameras further keep children safe as they play.

Partnerships with parents and carers are highly effective and there is mutual respect between staff and the families of the children they look after. Parents trust staff at the nursery and feel confident that their children are receiving the best care available. Staff

communicate openly with parents informally at the end of each day. Twice each year they meet formally at parents evenings and also regularly with development updates following on from nursery observations. This ongoing dialogue means that parents know how their children are developing and understand what the nursery is doing with their child to help them develop to the best of their ability. Staff have excellent relationships with the local authority advisory team and confidently access support for any child that needs it. This confidence means that interventions to help children are made promptly and strategies are agreed with parents to enable children to progress well.

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	EY468884
Local authority	Brighton & Hove
Inspection number	940515
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	56
Number of children on roll	86
Name of provider	Cbabiesafe Limited
Date of previous inspection	not applicable
Telephone number	01273770441

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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.

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.

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