

# Jump Start Nursery

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

<b>Inspection date</b>	14/04/2014
Previous inspection date	27/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		2

## The quality and standards of the early years provision

### This provision is good

- The revised key person system means every child is extremely well supported throughout the day.
- All staff are highly skilled practitioners who know how to engage children well, so that they become interested and confident learners.
- The organisation of the nursery provides children with the freedom to choose what they do, including when to settle in one of the many cosy spaces, to be alone.
- Planning is flexible and extremely child-led so children's interests dictate what they and this fully engages them in learning.
- Staff talk to children continuously, modelling language for communicating which they support with signing for extra clarity.
- Management reflect in detail on every aspect of the nursery in order to identify key areas to adapt for continued improvements.

### It is not yet outstanding because

- The organisation of resources means that babies have fewer opportunities to access all natural resources but have more mechanical resources than the older children on a daily basis.

## 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 activities in all rooms and in the garden.
- The inspector had discussions with staff, management and parents.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and risk assessments.

## Inspector

Jill Steer

## Full report

### Information about the setting

Jump Start Nursery is run by the local authority and registered in 2008. Children are cared for in two large rooms within Moulscroomb Children's Centre in Brighton, East Sussex. The nursery is accessed by lift or by a short flight of steps. Children have access to two outdoor play areas. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year.

There are currently 91 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 21 members of staff, 18 of whom hold appropriate early years qualifications to at least National Vocational Qualification level 3. The manager has achieved Early Years Professional Status, two members of staff including the Deputy manager, have Qualified Teacher Status and one member of staff has an early years degree. The nursery provides funded free early education for two, three and four-year-olds.

### What the setting needs to do to improve further

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

- improve the organisation of resources so all children have better access to the full range for all areas of learning.

### Inspection judgements

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

Staff help all children make good progress in their learning and development from their individual starting points. They complete a detailed, baseline assessment when children start so they know what stage they are at and can plan accordingly for their individual interests. Staff very much value the importance of identifying the characteristics of effective learning for each child and take time to really observe and understand each child's unique personality. Staff assess children at regular intervals to monitor their progress and identify relevant next steps which they incorporate into the whole group planning. When children reach two years of age the staff complete a progress check in the prime areas of learning. This is so they can arrange any additional support for children who are not achieving as well as expected in any area of learning. Staff make very effective use of individual educational programmes, (IEP's) to target aspects of children's progress with additional support if needed. They involve parents in these as well as all aspects of children's care and learning from the moment they start in the nursery. Staff

continually ask parents about the children's progress at home and share what they are doing with the children in the nursery, so they can compliment that learning at home. Whole group planning is based on the stages of development for each age group so it is very well aimed at setting the right level of challenge for the group, with the addition of individual children's next steps.

Without exception, the staff team are highly skilled practitioners who inspire and engage children extremely well. They talk to children continuously, asking questions to encourage children and make them think. They communicate with children in many ways, such as speaking with the addition of signing for clarity. Staff use excellent questioning and discussions to continuously get children thinking. For some children they may offer a simple 'yes' or 'no' choice but for other children staff pose more challenging questions and dilemmas. Some aspects of learning are intrinsic parts of whatever they are doing. For example, staff count and calculate routinely. They count how many spaghetti strands they poke into dough to make a hedgehog and make a fun build up to cuddles children ask for, as they count 'ready 1,2,3 hug'. The superior skills of the staff mean they know when to intervene and when to let children try for themselves. They are so well deployed and highly aware of where the children are and what they are doing that no child spends more than a few minutes without someone speaking to them, offering support or encouragement. Staff interactions are often unobtrusive so when children choose to spend time alone, they feel private and do not feel pressured. Staff help children have great fun. They run around outside whenever they choose and get creative with a variety of resources such as making collage pictures or painting. Some babies delight in exploring the paint, feeling it on their fingers and excitedly wanting to paint everything. Others are unsure of the paint and apprehensive of it on their hands. Staff are exceedingly sensitive and gentle, offering to paint their own hands as encouragement but not prolonging their unease. All children thoroughly enjoy stories and singing. Staff read with children frequently and use puppets and voices to make the characters come alive. The great interest in individual children's progress and dedication of the staff team to make children feel confident and interested, results in eager children who are ready to start school with an enthusiasm for learning.

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

Children settle very well, taking as much time as they need until they feel ready to stay for a whole session. Key staff support them throughout the process, building secure relationships so children feel safe in their care. Each member of staff is present all day so they are there to welcome their key group of children, see them go home and manage their care such as nappy changing and toileting. This supports children's personal, social and emotional development extremely well and builds strong, secure attachments that enable them to flourish. The strong key person system in place means each child also has a second and third member of staff who they get to know well and take over in the absence of their primary key person. Children behave well as they are so well supported. Staff recognise each child as a unique individual with their own feelings and past experiences that shape who they are. Many children at the nursery are under three years of age, so experiencing lots of things for the first time. Staff help them recognise and

acknowledge their feelings and adapt how they manage each child's behaviour without too many set rules. The environment is well organised so there are many small, cosy places for children to go and spend time alone while being discreetly observed by staff. Some children have special books that they like to read that help them cope with their feelings and experiences, and repeatedly look at them alone or with their key staff. The vast majority of the resources are well organised and stored in the same places, so children always know what there is and where to find it. Staff regularly add and change a smaller selection to provide variety, new interest and challenge. However, the organisation of the resources means that babies have fewer opportunities to access all the wide range of natural furniture and resources than the older children. They in turn have less access to programmable resources than the babies, who have many cause and effect toys.

Children enjoy a very healthy menu of food each day that includes breakfast and two other main meals. Food is freshly prepared every day and is nutritionally balanced for their healthy growth. Babies are fed and sleep at times that match their home routines so their care is consistent and not disrupted. Children can play outside whenever they choose, developing their physical skills while learning to enjoy being active. Children run, dig, balance and climb outdoors with good guidance and support from staff. For example, if children attempt to climb down the climbing wall instead of up, staff advise them how to do it safely telling them to turn their bodies round the other way. When children do have bumps and minor injuries staff record them clearly and notify their parents. Any medication children take is stored safely and also clearly recorded with parents written consent. Staff have received training in first aid and the use of epi-pens for those children with severe allergies, so they are all treated appropriately. The ethos of the nursery is to make children's first experiences of learning very positive. They help them prepare for their move on to school by focussing on each child being emotionally ready, self confident and inquisitive so they are eager to continue to learn.

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

The nursery is a safe place for children where management and staff understand and implement the welfare and safeguarding requirements of the Early Years Foundation Stage effectively. This inspection took place following notification that a child was given more than the prescribed dose of medicine and that it was out of date. The inspection has found that the provider acted extremely promptly to investigate this incident. Although good procedures were already in place they have been updated and improved along with the risk assessments. Management have made amendments in staff practice to reduce the risk of this occurring in the future. An updated record form requires two members of staff to check and record what is being administered and that it matches the instructions. Regular monitoring of all medication means any that is due to expire is replaced in good time. Staff work consistently and practice issues are regularly discussed during staff meetings and individual supervision sessions. Management set a good example by their own academic achievements and have high expectations for staff to continue their own professional development. Staff are well trained and all of them complete first aid, food hygiene and safeguarding courses as a minimum. Their understanding of how to identify

the signs that a child may be at risk of harm is good. Staff have clearly written procedures to follow to safeguard children such as completing a concerns form to pass to the designated person. They take the appropriate action and work with other relevant professionals to keep the children safe.

The management have established good partnerships with various other agencies to support children and their families. They refer to health visitors, speech and language therapists and local authority groups who often come into the nursery to work directly with the children. Parents are involved, and at all stages, so they are fully included in decisions and action taken to help their children make good progress in their learning and development. Staff share information with parents in many ways, through notices, regular newsletters and discussion, especially if this is how parents prefer to find out about things. Management ask parents about their views of the nursery and what their expectations are so they can adapt accordingly. Staff regularly reflect on what they are doing so they know how successfully they are meeting each child's needs. The management oversee the running of the nursery very well and review all aspects frequently, such as the effectiveness of planning. They know what their responsibilities are regarding meeting the learning and development requirements and the safeguarding and welfare requirements. For example keeping children safe and ensuring Ofsted are informed of significant events. Children are consequently cared for by dedicated staff who are sensitive and caring to each of their needs. They instil in them an enthusiasm and hunger for finding out about things so they are ready for the next stage in their learning.

### **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

<b>Unique reference number</b>	EY380580
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	960087
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	37
<b>Number of children on roll</b>	91
<b>Name of provider</b>	Brighton & Hove City Council
<b>Date of previous inspection</b>	27/01/2014
<b>Telephone number</b>	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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