

Beach House Day Nursery

9 The Burrells, Shoreham-by-Sea, West Sussex, BN43 5HF

Inspection date	15/05/2014
Previous inspection date	23/10/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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		1
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 quality of teaching is consistently outstanding. As a result, children make exceptional progress in their learning.
- Staff are highly skilled early years practitioners, some of whom are qualified to degree level. This has an extremely positive impact on the quality of play and learning opportunities for children.
- The nursery provides an exceptionally homely, welcoming environment. As a result, children settle extremely well, feel very comfortable within the nursery and thoroughly enjoy the company of the staff and the other 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 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 the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager.
- The inspector spoke to a small selection of parents during the inspection.
- The inspector sampled planning and assessment records and a range of other documentation.

Inspector

Joanne Lindsey Caswell

Full report

Information about the setting

Beach House Day Nursery opened in 2004 and is situated in Shoreham-by-Sea in West Sussex. The nursery operates from a single storey building. There is direct access to the fully contained outside area from one nursery room. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 8:00am to 6.00pm all year round, except for bank holidays. There are currently 41 children aged from one year to four years on roll. The nursery provides funded early years education for three and four-year olds.

The nursery employs 11 staff who work with the children. Of these, nine have an appropriate early years qualification and one is working towards a qualification. Two staff members, including the nursery proprietor who is also the nursery manager, are qualified to degree level. In addition to this, the deputy manager is completing a foundation degree in early years.

What the setting needs to do to improve further

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

- Continue to develop the systems for tracking children's development within the Early Years Foundation Stage to provide more detailed information about the progress of all groups of children.

Inspection judgements

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

The quality of teaching within the nursery is outstanding. Staff are highly experienced nursery practitioners who demonstrate an exceptional understanding of how to support children's learning through high quality play experiences. They make extremely detailed observations of children's developmental needs and fully understand the learning preferences of each child. The daily routine has been thoroughly reviewed to provide children with extensive opportunities for uninterrupted learning and time for them to become thoroughly absorbed in their chosen activity. This means children consistently benefit from rich, stimulating learning opportunities which really challenge them and encourage them to think creatively and express their ideas. For example, staff really 'tune in' to children's ideas and plan activities which reflect this. At present, the children are showing a keen interest in pirates and mini-beasts, so imaginative activities have been planned to support this developing theme. As a result, children show continued, and sustained, interest in activities and are clearly highly motivated in their learning.

Staff deployment within the nursery is excellent and this has an extremely positive impact on supporting and promoting children's development. All children receive high levels of

individual attention and their learning needs are consistently met. Staff know the children exceptionally well and clearly recognise when, and when not, to intervene to support children's learning. For example, following an extremely enthusiastic and creative discussion on pirates, a staff member successfully played alongside the children and supported their imagination and development of vocabulary. This was particularly successful for one child who had been recognised as needing extra support with language development.

Staff maximise every opportunity within the nursery to support children's learning through fun, practical and purposeful activities. Consequently, all children make excellent progress in their learning and many are exceeding expected levels of development. Staff skilfully re-direct children when outside play is becoming slightly boisterous and potentially disruptive for the younger, or more quiet, children. This means that all children, including the youngest, have consistently positive learning experiences. The designated baby garden is particularly successful in helping the youngest children to develop their physical skills with plenty of opportunities for climbing, using ride-on toys and a range of other equipment which successfully promotes their movement and coordination.

Assessment arrangements are fully in place and staff monitor children's development on a regular basis. This means that the rates of all children's progress is monitored. However, tracking systems to measure the progress of different groups of children, such as girls and boys, or summer-born children, are still at an early stage.

Children are extremely happy within the nursery. They form strong relationships with the staff and their peers and this results in a very positive learning environment. From the youngest age, children are freely encouraged to make choices and develop their independence. Older children are clearly ready for their move to school in September. They have extremely well-developed self-care skills and an extremely positive attitude towards learning. Throughout the inspection, children of all ages were seen to be actively exploring the nursery environment, both inside and outside, using tools adeptly and showing confidence to try new things. These key skills successfully prepare children for future learning and help them to become active, inquisitive learners with a keen thirst for developing knowledge.

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

The nursery provides a homely and welcoming environment. Parents praise the way in which staff really know the children and are attentive towards their differing needs. The key person system is fully embedded and, consequently, is highly successful in supporting children's emotional well-being. From the youngest age, babies quickly settle within the nursery and form extremely strong attachments with their key person. Through discussion, all staff demonstrate an in-depth knowledge and understanding of the individual interests and characteristics of each of their key children. This means children's needs are consistently addressed and planned for, and they feel very settled and valued within the nursery. The organisation of the daily routine means the youngest children benefit from quality time spent with the older children. This really supports the family atmosphere within the nursery and the home-from-home environment. Older children

delight in playing with the younger children. This has a very positive impact on their personal and social skills as they develop an understanding of the differing needs of younger children.

All children develop high levels of confidence within the nursery as they feel emotionally secure. The staff team is stable and consistent. This means children know the adults extremely well and this contributes towards their strong emotional well-being. Staff act as positive role models and help children to understand the importance of sun safety, healthy eating and taking regular drinks. This means children develop a keen awareness of how to support their own needs independently.

Mealtimes are a sociable time within the nursery and children benefit from home-cooked, nutritious and nourishing meals. Older children take an active part in helping to lay the table, and babies and younger children enjoy the company of their older peers.

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

The proprietor has a very secure understanding of the legal requirements of the Early Years Foundation Stage. She leads a highly skilled, dedicated and professional team. The number of staff trained to graduate level has an extremely positive impact on the quality of the educational programmes and means teaching is consistently outstanding. Consequently, all children, regardless of their starting points, make exceptional progress. All staff benefit from frequent training opportunities and this enables staff to continually update their knowledge and skills. For example, the leadership team identified that some children needed extra support with their communication skills. Therefore, the whole staff team is now undertaking specialist training in how to enrich the nursery environment and the daily routine to promote children's language skills more effectively.

Monthly supervision meetings and annual appraisals ensure all staff continually reflect on their practice and accurately identify their own areas for development. All staff are skilled in reviewing aspects of the provision and recognise where improvements can be made. There is a continuous programme in place for self-evaluation and quality assurance. For example, staff noted that some aspects of the daily routine, particularly circle time, were not as well organised as others to support all children's learning. Immediate changes were made and improvements for all children were quickly seen. Particular progress has been made in addressing the recommendation raised at the last inspection regarding the outside area. This has now been improved to ensure it covers all areas of learning. Children of all ages use this area freely throughout the day and this significantly increases the learning opportunities available, particularly for those children who prefer to learn outside.

The leadership team consistently review all aspects of provision and they recognise the strengths of practice and the possible areas for development. The deputy manager oversees the planning and assessment arrangements and ensures that all staff monitor their key children's progress accurately. Analysis of children's progress indicates boys and girls achieve equally. However, the proprietor recognises that more detailed analysis

would enable her to more closely scrutinise whether all groups of children achieve in line with their peers. Tracking systems have recently been introduced to monitor this, but they are still at an early stage.

Exceptional partnerships are in place with parents and external agencies. Parents spoken to during the inspection praised the nursery and the staff highly and complimented the homely, friendly environment. Extensive levels of information are shared on a daily basis and all parents are fully involved in the assessment arrangements for their children. Strong links are in place with other early years settings children attend and the schools children move on to. This means information regarding children's learning and development, and their individual care needs, is consistently shared and acted upon. As a result, children benefit from strong links between home and nursery and this has an exceptionally positive impact on their readiness for starting school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY268583
Local authority	West Sussex
Inspection number	973149
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	15
Number of children on roll	41
Name of provider	Faye Ann Robinson
Date of previous inspection	23/10/2008
Telephone number	01273 441100

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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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