

# My First Word... grows up

Ditchling Road, BRIGHTON, BN1 6JG

## Inspection date

23/10/2014

Previous inspection date

05/06/2014

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

## The quality and standards of the early years provision

### This provision is inadequate

- There are weak systems in place for planning and assessing children's progress, and the quality of teaching is poor. Therefore, staff do not support children's learning needs adequately.
- The staff fail to make effective use of their key-person system to meet the needs of all the children. Therefore, children miss out on valuable learning opportunities.
- Staff provide limited experiences and opportunities to value and support all children who speak languages other than English. This means that all children are not effectively supported in using their home language.

### It has the following strengths

- Staff are fully aware of safeguarding issues and take positive steps to ensure children's safety.

## 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 sampled a range of documentation, including medication and accident records, children's attendance records and development files, staff files and the setting's safeguarding and complaints policies and procedures.
- The inspector held ongoing discussions with the staff and the manager throughout the inspection, including discussions about safeguarding.
- The inspector took into account the views of parents spoken to on the day.
- The inspector had a meeting with the manager and deputy manager to discuss leadership and management, and conducted a joint observation with the manager.
- The inspector observed children and staff in all inside and outside areas of the setting.

## Inspector

Jacqueline Walter

## Full report

### Information about the setting

My First Word... grows up registered in 2013. It is one of two pre-schools, which are owned and managed by the same provider. It operates from a building in a residential area of Brighton, East Sussex. There is one main playroom, an office, a kitchen and toilet facilities. There is a fully enclosed outdoor play area. There is a ramp into the building, although there are no disabled toilet facilities. The setting is open Monday to Friday from 8am to 6pm for 50 weeks of the year. The setting is registered on the Early Years Register. There are currently 30 children on roll. The setting is in receipt of funding for the provision of free early education for children aged three and four years. The setting supports children who are learning English as an additional language. The setting employs six members of staff. Of these, five members of staff, including the manager hold appropriate early years qualifications at levels 2 and 3. One member of staff holds Qualified Teacher Status.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure teaching supports every child's needs, and helps them to communicate and be motivated to learn so they make progress in their learning and development
- carry out regular and effective observation and assessment, and ensure the information gained from this is used to inform planning to meet the varying needs of individual children and their different abilities
- implement effective systems to support children who speak English as an additional language to use their home language as well as English to develop their communication and language skills.

### Inspection judgements

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

The provider's ability to meet the learning and development needs of children is inadequate. The quality of teaching is weak and ineffective in helping children make progress. Some activities are not organised or adapted to meet the differing abilities and needs of children. For example, staff are unsuccessful when trying to help settle young children by referring to, 'Twelve o'clock', and pointing to this number on a watch. Also, when the staff ask older children to select a visual image that reflects the weather, the children do this with ease, meaning they are not being challenged in their learning.

Staff do not implement adequate systems for planning and assessment. Due to a recent complete changeover in staff, the manager and deputy have started the systems for assessment and planning again. The result of this is that some observations and assessment have not been completed for some children for several months. This means the staff are not able to monitor the progress children make, to identify next steps and plan activities that support each child's learning appropriately. Staff are also unable to share information fully with parents about how they are supporting their child to make progress because of the weak assessment systems. Staff complete the required progress check for two-year-old children to monitor their early development and share details of this with parents.

Staff meet with parents and ask them to complete a booklet, detailing relevant information about their child's needs when they join the setting. However, staff do not use this information to support children's learning appropriately. For example, staff are unaware and have not clarified information with parents about what languages children speak. This is despite parents referring to another language their children speak in the booklets they complete. This results in staff not effectively supporting children to use their home language, as well as English, to develop their communication and language skills. Staff discuss children's development informally with parents. They are also making arrangements for a parents' evening to be brought forward to enable the staff to discuss every child's progress and development in full.

Staff support children well when they practise balancing along the crates and tyres in the outside area. This helps children to develop their physical skills. Staff also support children's developing understanding of reading. For example, staff ask children to find their photograph on a placemat that shows where they are to sit for lunch. When children show an interest in writing, staff actively encourage them to practise writing their name and encourage their skills in building words by sounding out the letters using phonic sounds.

Children enjoy exploring textures through creative activities, such as making collages out of different materials. They also enjoy collecting leaves using buckets, and riding vehicles in the outside area. Activities such as these help children to develop some creative skills as well as their understanding of the world and physical development. However, staff do not effectively guide or consolidate children's learning in communication and language to encourage them to think for themselves, solve problems and engage in conversations. For example, during a group story time although staff read with expression and tone, they rarely encouraged children to participate. When, on occasions, they asked the children a question, they quickly answered it themselves. As a result, children began to lose interest, with younger children walking away and older children engaging in other activities.

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

There is an ineffective key-person system in place to support children's individual needs. Staff fail to fully consider children's home languages adequately to meet their specific

welfare and learning needs and promote their inclusion. Staff implement appropriate strategies to help to settle new children in. For example, they encourage parents to participate in settling-in visits and talk to them about their child's care and interests. Staff also invite children to participate in a welcoming song at circle time and to say hello to everyone. These strategies enable the staff to gain a basic understanding of children's individual needs. They help children adjust to the new environment and develop emotional attachments with the staff and the other children.

Children of all ages have sufficient space to explore the toys and equipment and staff allow plenty of time for children to engage in free play. The learning environment in terms of the equipment and resources available is organised suitably. For example, toys and resources are available in low-level furniture. This gives children opportunities to develop their skills in choice and decision making.

Staff encourage children to develop appropriate habits and behaviour, considering their own needs and those of others. Staff are friendly, polite and encourage use of courteous manners, such as saying, 'Thank you'. They use praise for children's achievements and efforts. This helps children to develop suitable self-esteem. Some children have a clear understanding of the rules of expected behaviour and follow these adequately. For example, they inform staff about children who use the environment inappropriately. Staff deal with inappropriate behaviour successfully. For example, staff remind children of the rules of the setting and explain the reasons and possible consequences of their behaviour.

Children are developing adequate self-care skills. For example, they develop their skills as they practise using knives and forks with their main meals. They learn about some risks and keeping themselves safe as staff discuss dangers and the consequences of them as they play. Children develop an appropriate understanding of hygiene through staff encouraging them to engage in everyday routines, such as washing their hands before meals. Some children also enjoy helping to wipe tables after their meals.

Snacks and meals are healthy and well balanced. Children are developing some understanding about healthy lifestyles through staff talking to them about how food, such as fruit is good for them. As a result, some of the more-able children know that apples and bananas help them, 'Grow up big and strong'. Some children also know that exercise helps them grow strong and that activities, such as running and jumping are good exercise.

Staff implement appropriate strategies to ease children's fears when they move to new environments. For example, children have opportunities to discuss the routines and friends that already attend the setting with staff. These strategies help the children feel confident when they ultimately transfer to school.

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

The management team has an inadequate understanding of their responsibilities in meeting the learning and development requirements. There are weaknesses in the quality of teaching during planned and child-initiated play and activities because staff do not base the provision on the specific needs of the children. The staff also lack understanding of how to challenge children appropriately so they make progress in their learning and development. The planning and assessment systems are weak, with assessments carried out infrequently, and this has a significant impact on how well staff identify and support children's developmental needs.

Staff demonstrate appropriate knowledge and understanding of how to implement the safeguarding and welfare requirements. For example, they are secure in their knowledge of the procedures to follow if adults in the setting have allegations made against them. This means the children's safety is protected. Management implements robust recruitment procedures, such as ensuring all staff have a Disclosure and Barring Service check and implementing appropriate procedures to protect children from unvetted persons.

Staff conduct and regularly review risk assessments on both the premises and on outings to help to ensure that children can play and learn in safety. They are also vigilant in making sure that they check the outside area before children are able to use it, so it is safe for children to play in. In addition to this, half of the staff team holds a paediatric first-aid qualification. This means staff are able to safeguard children's health and safety, and provide emergency first-aid treatment quickly.

The leadership and management team has adequate systems overall to evaluate their provision and practice. They complete a self-evaluation form and set some targets for improvement in the outcomes for children. For example, they have assessed their current situation regarding the children's learning and development. With the help of the local authority the management has developed an improvement plan to bring children's assessment up to date and to improve their practice. Management and staff have appropriately addressed actions and recommendations made at the last inspection. For example, they have ensured an appropriately qualified manager and deputy are in place. They have also ensured that all staff fully understand the safeguarding and welfare requirements of the Early Years Foundation Stage, in particular the setting's safeguarding policy and the reporting procedures. They have kept up to date with current safeguarding practice and policy, by the deputy attending a local safeguarding course and sharing this information with the other members of staff. This means that they can respond to safeguarding concerns in a timely and appropriate way, which helps to ensure children are safe. In addition to this, they have worked positively with the local authority in developing strategies to begin to monitor the quality of teaching although this is not yet effective. This affects the learning outcomes for children. The manager is in the process of arranging formal supervision opportunities for staff in addition to the open-door policy that already exists. She is also introducing methods such as staff observing each other to support and improve their practice to work towards improving the quality of the provision.

Staff provide an appropriate range of information for parents. This is shared well and includes the setting's policies and procedures, records relating to their public liability insurance and certificate of registration. They are also keeping parents informed of their current situation and display the improvement plan in the setting. This helps to alert

parents to the current changes the manager is implementing within the setting to drive improvement. Parents are pleased with the provision that the staff provide. They say that the staff are nurturing and supportive, and they like the independence and freedom the staff give children. Through discussion and documentation staff demonstrate they are fully aware of the need to work with other professionals. They are aware of procedures to support children that have special educational needs and/or disabilities and liaise with the local authority advisory team to obtain further advice and support in meeting the children's individual needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY457966
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	981735
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of provider</b>	My First Word Ltd
<b>Date of previous inspection</b>	05/06/2014
<b>Telephone number</b>	07825368974

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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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