

The Hove Day Nursery

22 Connaught Road, HOVE, East Sussex, BN3 3WB

Inspection date

15/12/2014

Previous inspection date

24/02/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- The staff are friendly and implement appropriate strategies to settle children into the nursery. As a result, children demonstrate they feel safe and are developing secure emotional bonds.
- The staff give children opportunities to develop independence in managing their own hygiene and personal needs.
- The staff give clear messages that support children's growing understanding of a healthy lifestyle. This means children learn to understand the importance of hygiene and eating healthily.

It is not yet good because

- Staff do not always use effective strategies to promote children's skills in communication and language.
- Staff do not always organise the outdoor learning environment well to give children further opportunities to make choices and decisions about what they want to play with.
- The systems used to monitor the delivery of the educational programmes are not effective. Therefore, children's learning is not fully supported, particularly regarding children's communication and language and in managing their behaviour.

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.

Inspection activities

- The inspector observed children and staff's interaction in all the main play areas of the nursery, including the outside area.
- The inspector spoke to staff and parents during the inspection.
- The inspector discussed leadership and management with the manager and the director and carried out joint observation with the manager.
- The inspector sampled a range of documentation, including the safeguarding policy, complaints records, evidence of staff's suitability and the accident and medication records.
- The inspector held a feedback meeting with the manager and a director.

Inspector

Jacqueline Walter

Full report

Information about the setting

The Hove Day Nursery registered in 2009. It is one of three privately owned nurseries run by Angmering Day Nurseries Limited. It operates from a converted house in Hove, East Sussex and provides part-time and full-time care. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. All children have access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register. There are currently 45 children attending in the early years age group. The provider is in receipt of funding for the provision of free early education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities, and children who are learning to speak English as a second language.

The provider employs 12 members of staff. Of these staff, 10 including the manager hold appropriate early years qualifications. One member of staff is working towards a teaching qualification.

What the setting needs to do to improve further

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

- ensure staff use good teaching strategies to support children in the acquisition of their communication and language skills
- implement the use of robust monitoring systems for the delivery of the educational programmes to ensure all aspects of each area of learning are fully covered and children's learning is effectively supported, particularly regarding children's communication and language and personal, social and emotional development.

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

- develop the outdoor area to provide more opportunities for children to make choices and decisions about what they want to play with.

Inspection judgements

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

Staff demonstrate a sound understanding of the learning and development requirements of the Early Years Foundation Stage. They use this knowledge to help children to make suitable progress towards the early learning goals. This helps the children prepare for school and their future learning.

Children enjoy practising physical skills during a variety of activities to extend their capabilities. For example, older children enjoy using varying sizes of buckets and spades to fill, mix and explore the sand. This helps them to learn to coordinate their smaller muscle movements. Children enjoy crawling through tunnels, throwing and kicking balls. They also engage in playground games, such as 'What's the time Mr Wolf?' where they count the steps they take. This helps them develop and control their larger muscle movements as well as their understanding of numbers. Staff help children to increase their understanding of the world around them. They support the older children in using computers by showing them how to use a mouse successfully to drag and drop items when using the software programmes. In addition, the older children are able to visit the local greengrocer and help to purchase resources for their role-play shop. Activities such as these help the children to develop skills in their communication and physical development. Children have regular opportunities to explore musical instruments and enjoy joining in with action rhymes and songs. Activities such as these help children to develop their imagination and represent their own thoughts and ideas creatively, in addition to developing their physical skills.

The quality of teaching is generally sound. Staff encourage and involve children in activities, such as tidying their toys away. This helps children to develop positive relationships and work collectively with their friends. Some staff use effective methods, such as sign language and finger puppets, to encourage young children's growing communication and understanding. They also learn and use words in the children's home language. This enables them to communicate with young children learning English as an additional language. However, the quality of teaching is variable and some staff miss opportunities to use effective strategies to help children to make good progress. For example, some staff engage in little conversation with young children and do not provide explanations about what they are doing or ask meaningful, open-ended questions with older children. Children are also sometimes turned away when they want to revisit an adult-led activity, such as making a Christmas decoration. Actions such as these dampen some of the children's motivation and restrict them in developing their communication and language and creative skills.

Staff use the information from observations to make sure that children achieve well. They clearly identify children's starting points on entry to the nursery and complete regular observations. They use these to identify children's next steps in development. They also use this information to plan activities that meet the children's individual learning needs and interests adequately. Staff have recently started to monitor children's progress by linking their observations to the ages and stages of children's development. This means they are able to identify gaps and plan to address any specific needs in all areas of learning.

Staff are aware of suitable methods that encourage a cohesive approach to working with other settings that children attend. They regularly provide parents with written feedback

regarding their children's achievements and their next steps in learning. The staff place these in the home communication books for the parents to access. They have also recently re-established regular meetings with parents to discuss the children's development. In addition to daily discussions with their children's key person, parents are able to share information from home through the use of 'wow moment' cards. These systems successfully encourage a cohesive approach in supporting the children's learning.

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

There is a suitable key-person system in place. This means children receive continuity and consistency of care. Staff implement a wide range of strategies to help to settle new children. For example, they encourage parents to participate in settling-in visits and gather detailed information about the children's interests and routines at home. This enables staff to have a sound understanding of children's individual needs and continually meet them. They also implement key-person group times. This enables children to develop secure emotional bonds with other children and their key person, which helps to make them feel safe and secure. Children are happy and generally display confidence and self-esteem. For example, young children are familiar with routines around mealtimes. They know where to access their drinks when they are thirsty and some independently seat themselves at the low-level table for their snacks. They also clearly make staff aware of what they do not want to eat.

Most staff encourage children to develop good habits and behaviour, which are appropriate to their own needs and those of others. They use appropriate methods to encourage positive behaviour. For example, they are friendly, polite and use lots of praise for children's achievements and efforts. This helps to motivate children and develop their self-esteem. Staff successfully build children's skills in cooperating with others. For example, they use egg timers to encourage children to help tidy the toys away together. Almost all staff also discuss the expected behaviour and the reasons why during the children's play and activities. This helps children to work and play together.

Staff plan the learning environment inside the nursery well to meet children's needs, promote play, independence and decision-making skills. For example, children have access to low-level furniture and resources, which staff label with pictures and words. However, staff do not always organise and provide a suitable range of equipment in the outside area to enable children to see and decide what they want to use themselves. This means that the children cannot freely extend their own play by independently selecting and using additional resources.

Children are developing a suitable understanding of how to keep safe and staff supervise them well. Most staff sensitively support children by discussing safety issues as they engage in their play. Staff implement appropriate procedures to deal with any accidents and record them as required, sharing details with parents. This helps them to understand how staff care for their children.

The staff give clear messages about healthy lifestyles. For example, they encourage

children to engage in regular routines that promote their understanding of good hygiene, such as reminding children to wash their hands before their meals. In addition to this, they encourage the more able children to help to sweep up the sand in the creative room to help ensure the area is clean and safe to use. Children are developing a sound understanding about healthy eating through participating in activities, such as visiting a greengrocer's shop and buying healthy food. They are also able to make choices about what they want to eat and help to prepare and serve their meals. Children are physically active and all children have daily opportunities to play outside. This means they can regularly enjoy fresh air and have opportunities to develop their physical skills.

Staff help children prepare for moves within the nursery and into their new school, so they feel happy and secure. For example, the younger children are able to participate in several visits with their current key person to their new rooms before they move in. Older children who are moving to the school are able to visit the local school with staff. This allows them to meet their new teachers and observe some of the activities and routines of their new school. In addition to this, staff make the role-play area in the nursery into a classroom and display photographs of the schools that children will be attending. These strategies help the children feel confident when they ultimately move on to school.

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

The management team has a sound understanding of their responsibilities in meeting the learning and development requirements. However, there are variations in the quality of teaching that limit children's learning and development. This particularly relates to the educational programmes for communication and language, and personal, social and emotional development.

The management team is aware of the value of completing staff observations to support staff's practice and development to drive improvement in the quality of the nursery provision. However, it has yet to fully implement methods such as this to monitor staff practice effectively. As a result, the management team is not fully aware of the variation in staff practice when delivering the educational programmes. This, in turn, limits some of the children's learning and development.

Staff's knowledge and understanding of implementing the safeguarding and welfare requirements of the Early Years Foundation Stage is sound. Staff and management have a secure knowledge of the procedures to follow if child protection concerns are raised with children or adults. They conduct and regularly review risk assessments to help to ensure that children can play and learn in safety. For example, staff are vigilant in ensuring safety gates on stairs are closed. Visitors also have to record their times of arrival and departure when visiting the nursery, so there is an accurate record of adults on the premises. Staff and management meet the adult-to-child ratios at all times. Staff deployment is appropriate and children are within sight and hearing of staff at all times, enabling children to keep safe.

The management team uses appropriate recruitment and vetting procedures to appoint suitable staff. For example, they take up written references and enhanced Disclosure and Barring Service checks are completed for each member of staff. In addition to this, the management team asks staff to complete health declarations and they check and keep copies of the staff's childcare qualifications. Suitable steps are taken to manage the turnover of staff appropriately to minimise the impact on children. The manager inducts new staff to make certain they understand their roles and responsibilities. The manager ensures children are protected from staff that have not yet been fully vetted. For example, staff are not allowed to change nappies or be left alone with children. This means the management team takes effective steps to ensure that staff are suitable to work with children. The provider is fully aware of the requirement to notify Ofsted of changes to the manager, as part of their safeguarding duties.

The management team uses a suitable system for self-evaluation that helps to inform the nursery's priorities for improvement. The manager, who has only recently taken up the management position, has completed a self-evaluation of the nursery. She has accurately identified weaknesses and is actively taking steps to address them. This particularly relates to improving the recruitment and induction procedures to ensure all the staff are suitable and are fully aware of their roles and responsibilities. For example, all staff are now in the process of completing a new induction process. In addition, due to the previous manager leaving quickly, the provider is working closely with the new manager to ensure she is fully aware of her role and responsibilities. Staff have taken positive actions in addressing the recommendation raised at the last inspection. They have reorganised the routines around the children's mealtimes to reduce disruption to activities that children enjoy. They have also provided further opportunities for young children to develop their independence. For example, staff now encourage the children to wash their hands after their story time and the younger children are encouraged and supported in serving their food. The management team has also recently introduced more frequent staff supervision and appraisal meetings. In addition, weekly staff meetings for planning the children's learning enable the staff to discuss any concerns they have about the children's progress and physical and emotional well-being. These meetings help the management team to identify staff training needs. This supports and helps drive improvement of some aspects within the nursery and therefore benefits the children.

Staff provide a range of information for parents, which include the nursery's policies and procedures. The staff display information on notice boards, providing general information as well as details about children's activities. This helps everyone to be aware of their responsibilities and what is happening in the environment. Parents are very happy with the care and learning provided for their children. They say their children settle well and like the child-friendly environment. They also feel that staff follow children's individual interests and plan fun activities such as a Superhero Day.

Staff demonstrate they are fully aware of the need to work with other professionals. They are aware of procedures to support children who have special educational needs and/or disabilities and liaise with the local authority's advisory team to obtain further advice and support in meeting the children's individual needs.

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

Unique reference number	EY393653
Local authority	Brighton & Hove
Inspection number	1000018
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	45
Name of provider	Angmering Day Nurseries Limited
Date of previous inspection	24/02/2010
Telephone number	01903779324

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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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