

## Inspection date

12 August 2015

Previous inspection date

20 February 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Parents are positive about the effective management of the nursery. They feel confident with the care their children receive and have trusting relationships with staff.
- Children enjoy playing with a wide range of good quality toys and materials. Staff organise activities based on children's interests, and ensure the nursery supports their play and learning well. Consequently, children explore freely, use their imagination and make good progress.
- Staff talk to children in a calm and respectful manner. This helps children to understand how to manage their own behaviour and make friends. Children enjoy close relationships with their key person, who helps them feel settled, secure and ready to learn.
- The manager monitors the quality of the provision well. She makes good use of staff's individual skills to enhance teaching and drive improvements. Staff are well qualified and attend a good range of training courses to extend their skills.
- Staff promote children's physical well-being effectively because there are good opportunities in the outdoor area for physical exercise. Children gain confidence in using equipment and benefit from being outside in fresh air.

### It is not yet outstanding because:

- Staff do not always ensure there are opportunities for children who learn better outdoors to practise their mathematical skills, such as addition and subtraction.
- Staff in the pre-school room do not consistently include opportunities for children to develop and practise their writing skills.

## What the setting needs to do to improve further

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

- improve opportunities for children who learn better outdoors to practise their mathematical skills, such as simple addition and subtraction
- develop the organisation of the pre-school environment to encourage children to develop their writing skills.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has for children's learning, both inside and outdoors.
- The inspector held a meeting with the manager and sampled relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.

### Inspector

Judith Partridge

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff use their knowledge of how children learn to provide a good range of learning opportunities. Staff promote children's language and communication well. They speak clearly when talking to very young children and teach them new words. Staff ask challenging questions to extend older children's vocabulary. Children choose activities independently and staff encourage them to achieve what they set out to do. Older children have time to play and experiment without interruption. Staff support children to focus their attention and concentrate over time. Children develop important skills for their future learning. Staff encourage children to ask questions and solve problems themselves. This helps them evaluate their own successes and prepares them well for the next stage in their learning and/or starting school.

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

Staff operate an effective key-person system. New children settle quickly because their key person gives them time to explore the environment at their own pace and the support they need. Management ensure staffing arrangements are consistent so children get to know staff, and are confident to seek comfort and help. Key persons complete daily care practices for their key children, such as nappy changing and feeding. This provides them with consistent support and promotes their emotional security. Children have a good awareness of healthy lifestyles and good hygiene practice. For example, staff support children to follow good hygiene routines, such as hand washing. Staff are good role models and help them to understand how to share and take turns with other children. This helps children form good friendships and to learn what behaviour is acceptable.

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

The manager understands the requirements of the Early Years Foundation Stage. She works closely with the local authority to evaluate practice and identify areas for improvement. Since the last inspection, staff now involve children in selecting toys for the indoor and outdoor area, developing their independence and valuing their choices. Staff use thorough assessment to monitor the progress children make. They share information regularly with parents and use it effectively to identify and plan children's next steps in learning. Management and staff work well with other professionals to provide children with special educational needs and/or disabilities with the support they need. Management use thorough recruitment procedures and supervise staff to ensure they are suitable for their role. Management have a good understanding of their responsibilities to safeguard children and protect them from harm. They ensure that staff implement effective procedures and follow safe practices to support children's health, safety, welfare and well-being.

## Setting details

<b>Unique reference number</b>	EY425867
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	822735
<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>	35
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Office Creche Ltd
<b>Date of previous inspection</b>	20 February 2012
<b>Telephone number</b>	01273434244

Office Creche Ltd is located in Brighton, Sussex. It registered in 2011. The nursery is open each weekday from 8am to 6pm all year round. The nursery is in receipt of funding for the provision of free early education for children aged two and three. Nine staff work at the nursery; of these, 8 hold appropriate early years qualifications ranging from level 2 to level 5. The manager and nursery adviser have Early Years Professional Status.

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