

# Brighton Unemployed Centre Families Project Playroom

Prior House, 6 Tilbury Place, Brighton, East Sussex, BN2 0GY



## Inspection date

30 July 2015

Previous inspection date

25 February 2009

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

- The manager provides an excellent level of support for staff at the crèche, offering appraisals, supervisions and good opportunities for training to help them develop an understanding of their practice.
- Staff speak to children thoughtfully and with care, helping them to think about what they are doing and why. As a result, children are encouraged to experiment in their play.
- Staff promote children's independence well, providing them with tasks and specific responsibilities. As a result, children are well motivated and eager to learn.
- The manager oversees the educational programmes very well. With the staff, she oversees activities and reviews planning documents regularly. This means that the majority of activities are carefully tailored to meet the needs of the children.

### It is not yet outstanding because:

- The organisation of the learning environment does not always meet the needs of all children. This means that on occasion some children are not fully engaged in their activities.
- Staff do not provide enough resources that reflect the languages and cultures of children in the crèche. As a result, some children's language skills are not fully supported.

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

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

- review the organisation of the learning environment to ensure that it fully meets the needs of all children
- develop further a range of resources that represents the languages and cultures of the children using the crèche.

## **Inspection activities**

- The inspector took into account the views of parents.
- The inspector spoke to staff and volunteers during the inspection.
- The inspector viewed a selection of policies and planning documents.
- The inspector observed children playing in the indoor and outdoor areas.

### **Inspector**

Rachel Southern

## Inspection findings

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

Staff meet with parents before children start at the crèche to gain a good understanding of their children's interests and needs. This helps staff to plan engaging activities designed to encourage children's learning. Overall, children have a good range of activities to help them develop. Parents meet with their child's key person to discuss progress, which builds a strong partnership. Staff have good teaching skills. They know each child's next steps in learning and observe children's play, providing guidance and encouragement where needed. They adapt their conversations, building children's vocabulary and communication skills. As a result, children can express themselves well. Staff are skilled at encouraging children to invent their own challenges. For example, children provide cooking directions for staff during a role play activity.

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

Staff take positive steps to encourage children to learn about the importance of a healthy lifestyle. For example, children enjoy opportunities to tend their vegetable patch and take home their harvest. They eat healthy snacks and learn about healthy eating, exercise and good hygiene. This demonstrates that staff promote children's physical care and development very well. Staff are thoughtful in teaching children the skills to manage their own behaviour. Children learn to identify and share their feelings, take turns and take responsibility for different tasks around the crèche. This means they gain a good consideration of the feelings of others and skills to help them in their future learning.

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

The manager works closely with the trustees, staff and parents to achieve their shared aims and values. She carries out appraisals with staff to promote their ongoing professional development, and staff share new ideas from training. The manager works alongside staff and has a good understanding of their strengths. As a result, staff are continually refining their knowledge and teaching skills for the benefit of children. They have a good understanding of safeguarding procedures and are able to describe the steps they would take to protect children. The manager consults with parents and gathers the views of children, checking children's progress to identify any gaps in learning.

## Setting details

<b>Unique reference number</b>	130728
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	840806
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	61
<b>Name of provider</b>	Brighton Unemployed Centre Families Project
<b>Date of previous inspection</b>	25 February 2009
<b>Telephone number</b>	01273 671 213

The Brighton Unemployed Centre Families Project Playroom (Crèche) opened in 1997. It operates from Brighton Unemployed Centre and is for the sole use of persons attending the centre. Sessions run from 10am to 1pm on Tuesdays to Fridays, for most of the year. The manager and two part-time workers are qualified to at least level 3. The centre is also supported by several volunteers, who are qualified in childcare or working towards a qualification.

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