

Young Sussex Nursery (Portland Road)

165 Portland Road, Hove, East Sussex, BN3 5QJ



Inspection date

4 February 2016

Previous inspection date

21 September 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff's observations and assessments of children's learning are not always accurate enough to identify their next steps, to help children make the best possible progress. Staff do not consistently provide effective interaction or plan challenging learning experiences to extend children's learning.
- Managers do not monitor staff practice or children's learning precisely enough. They do not clearly identify areas where staff need to improve their knowledge and skills to raise the quality of teaching and children's experiences further.
- Managers do not use self-evaluation effectively to identify and target all weaknesses in practice.
- Staff do not always provide effective activities to help children build their knowledge and understanding of mathematics.

It has the following strengths

- Partnerships with parents are strong. Parents speak highly of the nursery and are kept well informed about their children's care needs.
- Babies and children are happy and settled. They form strong bonds with the staff and feel settled and secure, which promotes their emotional well-being.
- Staff provide good role models to children and promote their positive behaviour well. For example, they teach children to take turns, share and respect other people.

What the setting needs to do to improve further

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

	Due Date
■ improve the quality of teaching and the use of observation and assessment further to plan suitably challenging activities that help all children make the best possible progress	30/04/2016
■ strengthen the monitoring of children's learning and staff practice further, including providing support for staff that helps build their skills and knowledge to develop the quality of teaching and children's learning experiences.	30/04/2016

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

- use self-evaluation to accurately identify weaknesses in provision and practice, to target areas to improve which raise outcomes for children
- strengthen opportunities for children to extend their mathematical knowledge and understanding further.

Inspection activities

- The inspectors observed the quality of teaching during activities and assessed the impact this has on children's learning.
- One of the inspectors completed a joint observation with the manager.
- The inspectors held a meeting with the manager.
- The inspectors looked at a sample of paperwork, including children's learning and development records and evidence of staff suitability.
- The inspectors took into account the views of parents spoken to on the day, and views expressed in writing.

Inspector

Helen Edwards

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Managers provide regular safeguarding training and staff have a good understanding of the procedures to follow should they have concerns about a child's welfare. Managers and staff with higher level qualifications do not always provide targeted support to help staff build on their skills and knowledge to improve practice. Managers do not accurately monitor the quality of teaching and children's learning to recognise and close gaps in the provision to make improvements. Staff work closely with other professionals to support children who have special educational needs well, which helps these children to progress well from their starting points. Additional funding is used appropriately to support individual children's needs.

Quality of teaching, learning and assessment requires improvement

Staff's observations and assessments are not always effective in identifying children's achievements. Staff do not always plan well enough for children's progress using their knowledge of them to identify next steps in learning that offer appropriate challenge. Staff do not always provide sufficient support to build on what children already know and can do. However, staff provide children with a range of experiences in an interesting environment. Children develop their imaginations well. For example, babies explore broccoli in the role play kitchen, while older children enjoy using utensils to pour and mix in the outdoor 'mud kitchen'. Staff provide suitable support for older children's communication and language skills. For example, they introduce new vocabulary, such as when sharing a book. However, staff do not offer sufficiently challenging activities to develop children's mathematical skills fully.

Personal development, behaviour and welfare are good

Staff work closely and sensitively with parents when their children first start, which helps children settle easily. Staff support children's emotional well-being effectively. For example, they follow children's home routines for eating and sleeping. Children build their independence and confidence well. For example, staff praise them when they do things for themselves. Staff encourage children to lead a healthy lifestyle. For example, they talk about healthy foods and children spend time outside and have opportunities for exercise.

Outcomes for children require improvement

Overall, children make progress and develop some skills for moving on to the next stage in their learning, including school. For example, children develop their early writing skills and learn to control small tools, such as when playing with dough and making marks in sand. Children develop literacy skills. For example, older children learn to recognise letters using a computer. However, children are not always engaged or motivated well enough in their learning and sometimes become bored and disinterested.

Setting details

Unique reference number	130733
Local authority	Brighton & Hove
Inspection number	825477
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	98
Number of children on roll	172
Name of provider	Ingrid Boyd
Date of previous inspection	21 September 2011
Telephone number	01273 777 001

Young Sussex Nursery (Portland Road) registered in 1992 and is situated in Hove, East Sussex. The nursery is open from 8am to 6pm each weekday, all year round except for bank holidays. The nursery employs 27 staff; of these, 25, including the manager, hold appropriate early years qualifications. One staff member holds Early Years Teacher Status and another staff member holds Early Years Professional Status. The nursery receives funding to provide free early education for children aged two, three and four years.

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