

# My First Word...grows Up

South Portslade Community Centre, Church Road, Portslade, Brighton, BN41 1LB



## Inspection date

18 February 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
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 do not always give enough support to children who are learning English as an additional language to help promote their language skills in English.
- Staff do not consistently make effective use of observational assessment to plan activities that meet children's individual needs. However, children make sound progress in their learning from their starting points.
- Staff do not always organise group activities well enough to promote children's learning. For example, children, at times, are not fully involved in activities and get easily distracted.

### It has the following strengths

- Staff form sound partnerships with parents, local agencies and other professionals. They exchange helpful information about children's progress and welfare that helps promote continuity of care and learning.
- Children develop a good understanding of the importance of healthy lifestyles and staff build on this throughout the day.
- The manager monitors and promotes staff development appropriately. For example, she carries out training, supervision and appraisal sessions to help improve staff's skills.
- The manager, staff and parents are involved in the evaluation process and identify areas to improve children's experiences. For example, they are currently focusing on developing the outdoor space to support children's learning and physical health further.

## What the setting needs to do to improve further

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

#### Due Date

- make sure that all children who are learning English as an additional language are given sufficient opportunities to learn and reach a good standard of spoken English. 31/03/2016

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

- make more effective use of assessment of children in the planning of activities to help ensure they are tailored to meet children's individual needs
- improve the organisation of some group activities to help ensure all children are engaged, challenged and interested.

### Inspection activities

- The inspector observed a nursery outing and children's activities indoors.
- The inspector looked at the self-evaluation document and improvement plan. She also sampled other relevant documentation, including children's learning records and evidence of staff checks.
- The inspector took account of the views of parents spoken to at the inspection.
- The inspector held meetings with the manager and deputy manager to discuss various issues, including safeguarding, staff recruitment and induction.
- The inspector carried out a joint observation with the manager.

### Inspector

Alison Weaver

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The manager and staff have a suitable awareness of the requirements of the Early Years Foundation Stage. There is sufficient space available for children and staff assess this for hazards so children can play in safety. The manager implements appropriate recruitment procedures and completes relevant suitability checks. She ensures staff are suitable before they are allowed to have unsupervised contact with children. The manager carries out sound induction procedures so that staff are aware of their role, such as how to carry out emergency evacuations. Safeguarding is effective. The manager ensures that staff have a sound understanding of what to do if they have a child protection concern. Staff supervise children appropriately and this helps promote children's safety. For example, staff understand the importance of monitoring sleeping children so they stay safe.

### **Quality of teaching, learning and assessment requires improvement**

Staff know what children enjoy and they provide activities and resources that reflect their interests. They develop a sound awareness of children's abilities as they observe and assess their progress. However, staff do not consistently use individual children's identified learning priorities to inform the planning and to help ensure every child is challenged appropriately. In general, staff interact appropriately with children to extend their learning and thinking. However, some activities are not so well-organised and children soon lose interest. In addition, staff do not always make full use of opportunities to promote and extend the communication skills of some children who are learning English as an additional language.

### **Personal development, behaviour and welfare are good**

Children behave well and play happily with their friends. Staff teach children to value and respect others. Staff are good role models and are kind, caring and friendly. Children form strong emotional bonds with staff. Children show they feel secure and safe. They develop a good understanding of how to stay safe; for example, before outings, staff remind children of the safety rules to reinforce with them how to keep themselves safe. Children develop good physical skills; for example, they use challenging play equipment in the park to build on their physical abilities. They show a strong understanding of why they need to wash their hands before eating. Children enjoy healthy meals and snacks.

### **Outcomes for children require improvement**

Children develop into independent and confident learners. They concentrate at chosen activities and enjoy investigating. Most children make sound progress in their communication skills. However, gaps in language skills for a few children who are learning English as an additional language are not closing as rapidly as others. Overall, children make sound progress in the skills they need to move on to school.

## Setting details

<b>Unique reference number</b>	EY493929
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	1039682
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	30
<b>Name of provider</b>	My First Word Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01273 933161

My First Word Grows Up registered in 2015. It operates from a community centre in Portslade, East Sussex. The nursery opens every weekday, all year round, from 8am to 6pm. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery employs five staff. There are four staff, including the manager, who hold appropriate early years qualifications.

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.

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