

Hove Village Day Nursery Ltd

126-128 New Church Road, Hove, East Sussex BN3 4JD



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| Inspection date | 16 October 2018 |
| Previous inspection date | 17 May 2016 |

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

Summary of key findings for parents

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

- Staff do not effectively manage children's unwanted behaviour to help them understand how their actions can affect others and why safety rules are important.
- The quality of staff interaction with children and the effectiveness of the learning environments are variable. Staff do not consistently manage routines well and at times children do not engage well in play, becoming distracted, which affects their learning.
- Although the new manager has started to put in place a thorough system for monitoring staff practice, this is very new and not yet embedded. Up until recently, staff have not been supported effectively. They have not had access to appropriate support and supervision to tackle underperformance and achieve consistently good practice.
- Systems are not embedded to precisely monitor the progress that specific groups of children make in their learning, to help raise children's developmental outcomes.

It has the following strengths

- Staff are well qualified, caring and build positive relationships with children. They get to know children well, and children feel happy and settled. For example, younger children enjoy cuddles with staff, and pre-school children actively include them in their play and experiences.
- Parent partnerships are effective and staff consistently update them on their children's learning. Staff regularly give parents helpful suggestions to support learning from home and encourage positive communication about children's interests and experiences.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

| | Due date |
|--|------------|
| implement consistently effective ways to manage children's behaviour to help children learn to understand how their actions can affect others and why following safety rules is important | 20/11/2018 |
| improve the consistency of staff teaching and the management of children's learning environments, to ensure children are consistently engaged and challenged in their learning and make at least good progress | 20/11/2018 |
| ensure staff performance is monitored closely and provide further support, coaching and training to help raise the quality of staff practice to a consistently strong level. | 20/11/2018 |

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

- monitor the progress children make more precisely to help support specific groups of children further and raise children's outcomes to the highest levels.

Inspection activities

- The inspectors observed teaching practice and the impact this has on children's learning.
- The inspectors held discussions with the manager, staff and children, and sampled written feedback from parents.
- The inspectors completed a joint observation with the manager and discussed children's play, learning and progress.
- The inspectors sampled children's development information and records.
- The inspectors read some of the setting's documentation, including the safeguarding policy and procedures.

Inspectors

Ben Parsons
Sue Suleyman

Inspection findings

Effectiveness of leadership and management requires improvement

The nursery has recently hired an ambitious, highly qualified and very experienced manager. She is implementing change and working hard with staff to raise the standards. However, prior to her appointment, staff were not effectively supported to continue their professional development and the quality of their practice has dropped significantly. Despite this, the manager is completing thorough self-evaluation and making improvements. For example, she is focusing on building the skills of her senior staff and including them more in the process of supporting their room staff. She has also focused on children's assessments and is checking their development more closely to help plan for their learning more effectively. Safeguarding is effective. The manager and staff have a thorough, up-to-date understanding of how to deal with any child protection concerns. All staff are suitable and supervise children closely to maintain a safe environment. All complaints are well investigated and any accidents are monitored vigilantly.

Quality of teaching, learning and assessment requires improvement

Staff assess children's individual learning well. However they have not monitored the progress of groups of children, such as boys, girls and funded children, to help ensure all children are making good progress. Overall, staff plan effectively to support children's development needs. For example, pre-school children enjoy exploring cardboard boxes and work together to create 'buses'. However, at times, staff do not make sure children's experiences are engaging. Older children become bored while waiting too long for their meals and occasionally their play rooms become loud, messy and difficult to manage. Staff support children's communication skills well. They encourage plenty of interesting conversation with older children and use simple language to describe what babies see and do. Two-year-old children are well supported in their play and learning.

Personal development, behaviour and welfare require improvement

Overall, most children behave well. However, staff do not provide children with consistent guidance to help their understanding, such as explaining why running indoors can be dangerous. Staff provide a welcoming environment for children to explore with plenty of opportunities for outdoor play and exercise. Children are active, sociable and confident, and enjoy positive friendships. Babies learn to stand and walk from an early age and young children actively include others in their play.

Outcomes for children require improvement

Not all children make good enough progress. Due to the variable quality of staff practice and the learning environments, some children are not fully supported to achieve their full potential. Despite this, children communicate well, express themselves and develop some skills that prepare them well for school. Babies are curious about the world, and pre-school children are eager to try new things and work things out for themselves. Two-year-old children are very imaginative and confidently take on roles in their play.

Setting details

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| Unique reference number | EY492059 |
| Local authority | Brighton and Hove |
| Inspection number | 10081184 |
| Type of provision | Full day care |
| Registers | Early Years Register |
| Day care type | |
| Age range of children | 0 - |
| Total number of places | 124 |
| Number of children on roll | 181 |
| Name of registered person | Hove Village Day Nursery Ltd. |
| Registered person unique reference number | RP905848 |
| Date of previous inspection | 17 May 2016 |
| Telephone number | 01273 358589 |

Hove Village Day Nursery Ltd registered in 2015 and is open from 8am to 6pm on Monday to Friday, all year round. There are 28 staff who work with the children, 22 of whom hold relevant early years qualifications at level 2 or above. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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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