

# Shirley Street Day Nursery

43 Shirley Street, HOVE, East Sussex BN3 3WJ



<b>Inspection date</b>	13 February 2019
Previous inspection date	21 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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

### This is a provision that requires improvement

- Staff do not always support children's learning well enough. They do not provide suitable challenge to help children move forward in their learning, particularly the most able children.
- Staff are able to recognise risks at the nursery. However, these are not always consistently addressed to minimise potential risk to children. For example, staff had failed to identify hazards in the outdoor area.
- Staff record the children's attendance but do not ensure that children's actual hours are recorded, which is a breach to the legal requirements.
- Staff do not consistently encourage parents to share children's learning at home with them. Therefore, staff are not always fully aware of children's current skills and interests in order to ensure all children make the best possible progress.

### It has the following strengths

- Staff form close bonds with children, and children settle quickly. They use effective and consistent strategies to help children to manage their feelings and behaviour. This helps children to build friendships and promotes social and emotional development.
- Children develop a good understanding of healthy lifestyles through following good hygiene routines, such as handwashing.

## 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
develop staff supervision and monitoring of practices to enhance staff skills and to raise the quality of teaching and improve children's outcomes further	13/03/2019
improve staff understanding of how to identify all hazards and minimise the risks they pose to children	13/03/2019
maintain an accurate daily record of the names of children being cared for on the premises and their hours of attendance.	13/03/2019

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

- continue to develop ways to engage parents in sharing information about their children's progress in order to promote a shared approach to their learning.

### Inspection activities

- The inspector observed the quality of teaching for children's learning, both indoors and outdoors.
- The inspector carried out a joint observation to assess how well leaders monitor the quality of teaching.
- The inspector looked at a sample of documents, including children's records, safeguarding records and staff records.
- The inspector talked to parents, staff and children during the inspection and took their views into account.

### Inspector

Lisa Parker

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff have completed safeguarding training and are aware of the procedures to follow if a child is at risk of harm. This includes understanding of when children may be at risk of extreme behaviours or views. Thorough recruitment procedures and ongoing checks are in place to help ensure that all adults are suitable to work with children. Staff do not accurately record children's actual hours of attendance and therefore do not meet all legal requirements. The manager has an accurate view on how the setting needs to improve and has developed an action plan. However, it has not been fully implemented. Therefore, it has not had enough impact on improving the quality of teaching.

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

The quality of teaching is inconsistent. Staff do not always use questioning techniques effectively to develop and extend children involvement in play activities further. For example, staff do not routinely build on children's interest in numbers and size. Staff provide young babies with opportunities to develop early language skills. For example, when babies show an interest in the pretend fruit, staff introduce new words, such as 'aubergine'. Staff provide older children with opportunities to engage in adult-led activities but do not consistently ensure that they are exciting and challenging for the most able children. On occasion, creative activities are too adult directed, and children are not given enough opportunities to use their imagination or explore ideas.

### Personal development, behaviour and welfare require improvement

Babies are independent and make choices about where they want to play in the well-resourced indoor area. Relationships with parents are positive overall. However, the setting has identified that it needs to explore ways to further involve parents about the progress children make. Children with special educational needs and/or disabilities (SEND) are well supported. Staff know these children well and personalise their learning to meet their individual needs. For example, staff introduce sand timers to their play to help children learn how to take turns and share. All children have opportunities to feel valued and learn about the world around them as they take pride in sharing 'family books'. Children have opportunities to talk about each other's similarities and differences, which supports their understanding of diversity and prepares them well for their next stage in learning, including school.

### Outcomes for children require improvement

While children make progress in their learning, not all children make as much progress as they could due to variances in teaching. Babies learn to be social communicators. They listen and attempt to copy the sounds staff make as they play together with the footballs. Toddlers develop large physical skills as they love to climb, jump and balance on the large tyres in the garden. Older children enjoy reading their favourite books with friends, such as 'We're Going on a Bear Hunt'. They enjoy predicting the words in the story, such as 'Swishy Swashy', which successfully supports literacy development.

## Setting details

<b>Unique reference number</b>	EY455535
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10090683
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	31
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Taylor & Allen Childcare Partnership
<b>Registered person unique reference number</b>	RP532104
<b>Date of previous inspection</b>	21 June 2013
<b>Telephone number</b>	01273735155

Shirley Street Day Nursery registered in 2012. It operates from a single-storey building in a residential area of Hove, East Sussex. Opening times are from 7.30am to 7pm for 51 weeks of the year. The nursery employs nine staff. The owner holds qualified teacher status, seven members of staff hold a relevant qualification at level 3, and two members of staff are unqualified. The nursery supports children with SEND and children learning English as an additional language. The nursery is in receipt of funding for two-, three- and four-year-olds.

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