

<b>Inspection date</b>	11 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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 working with toddlers do not monitor the children's engagement well enough and at times, younger children spend long periods of time unsupported in their play. Staff do not notice quickly when children need help to engage in meaningful play and this negatively impacts on children's experiences and learning.
- Although the new manager has started to put in place a thorough system for monitoring staff practice, this is not yet embedded and 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.
- Staff working with pre-school children do not consistently make full use of their questioning techniques and interactions with children to extend their learning and offer further challenge.
- Although the manager understands the importance, she has not yet precisely monitored the progress children make, or looked at specific groups of children to help ensure any gaps are closing.

### It has the following strengths

- Staff are caring and build positive relationships with children. They get to know them well and children feel happy and settled. For example, babies enjoy cuddles with staff, and pre-school children actively include them in their play and experiences.
- Partnerships with parents are effective and staff consistently update them on their children's learning. Staff regularly give parents helpful suggestions to support children's learning at 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 the provider must:

	Due date
improve the support for toddlers to ensure they engage with a variety of play and learning opportunities and receive the staff interaction needed to help them re-engage when they lose focus	12/07/2019
develop and embed new systems to 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.	12/08/2019

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

- make better use of interactions with pre-school children and questioning techniques to consistently offer challenge and extend children's learning further
- monitor the progress children make over time more precisely, to help support specific groups of children further and raise children's outcomes.

### Inspection activities

- The inspector observed teaching practices and the impact on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the nursery's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and held discussions in relation to children's learning and progress.

**Inspector**  
Ben Parsons

## Inspection findings

### Effectiveness of leadership and management requires improvement

The nursery has recently employed an ambitious, dedicated and experienced manager. She is implementing change and working hard with staff to raise the standards. However, prior to her appointment, staff were not supported effectively to continue their professional development and the quality of their practice has suffered. Despite this, the manager is completing thorough self-evaluation and making improvements. She has focused on improving and updating important policies, procedures and risk assessments and ensuring the safety of the children. She has also focused on the planning for children's learning and staff now focus more precisely on children's interests and development. Safeguarding is effective. The manager and staff have a thorough, up-to-date understanding of how to deal with any child protection concerns.

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

Although staff assess children's individual learning well, they have not monitored the progress of groups of children, such as boys and girls, to help ensure any gaps close. Staff plan effectively to support children's individual development. For example, older children confidently count coloured cubes and compare quantities. However, at times, staff do not ask questions effectively to encourage children to think and work things out to extend their learning further. Staff working with babies support their communication skills and learning very well. They are particularly engaging and use simple language to describe what babies see and do as they eagerly explore their environment.

### Personal development, behaviour and welfare require improvement

Overall, staff provide a welcoming environment for children to explore. However, at times, staff do not ensure toddlers take part in meaningful play, and younger children occasionally wander aimlessly around the room in need of further support. Children have plenty of opportunities for outdoor play and exercise in the well-resourced garden and on trips into the local community. They are active, sociable and confident and enjoy positive friendships. Babies learn to stand and walk from an early age and demonstrate high levels of confidence in their play and attachments with staff. Children develop positive independence during mealtimes and enjoy taking ownership of tasks, such as serving their lunch and clearing away afterwards. They behave well and learn to share positively with others.

### Outcomes for children require improvement

Not all children make enough progress. Due to the variable quality of staff practice and children's engagement, 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 around them, and pre-school children are eager to explore stories and practise letter sounds. Two-year-old children are very imaginative and confidently take on roles in their play, making pretend meals and cups of tea for staff. They show a secure understanding of technology and enjoy dancing to the music they play themselves using electronic toys.

## Setting details

<b>Unique reference number</b>	EY546064
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10108299
<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>	50
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	The Nest Hove Ltd
<b>Registered person unique reference number</b>	RP546063
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01273087060

The Nest registered in 2017 and operates from converted premises in Brighton, East Sussex. The nursery employs 14 members of childcare staff, nine of whom hold early years qualifications at level 2 or level 3. The nursery is open from Monday to Friday for 50 weeks of the year. Sessions are from 8am to 7pm.

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