

Church Lane Nursery

St Michael's Church Hall, Brighton BN42 4GD



Inspection date	10 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff have worked very hard to develop skills that they use effectively to empower all children to communicate and to understand equally. They ensure that children with special educational needs and/or disabilities (SEND) feel equal to other children. This results in all children, including those with SEND, developing greatly in their self-confidence.
- Staff involve parents greatly in children's learning. As a result, parents understand well the progress children make and know what they can do to support learning at home. For example, parents have had opportunities to learn to use the same sign language that children have been using so that they can use it at home.
- Staff include parents greatly when ensuring children's personal development and follow robust methods to ensure children manage transitions to other settings, such as school, with ease. This includes working together to ensure children are fully able to complete routines they will follow at school, such as changing their clothes.
- Managers and staff monitor carefully the progress children make to ensure all children have equal opportunities to meet their full potential. Staff have a strong understanding of children's progress and what the priorities for learning are for each child. They plan for these in a manner which takes strong account of the individual child and their interests.
- All children, including those who have SEND, make good progress from their starting points.
- The managers have successfully built a strong team which works together very well and is highly motivated to do the best for children. The staff team provides a warm and supportive atmosphere for children and their families.
- Managers do not yet use their performance management strategies effectively to support staff to improve further their good teaching skills and make them consistently outstanding.
- Staff do not consistently act on opportunities to encourage children to build on and extend their own thoughts about their experiences.

What the setting needs to do to improve further

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

- refine performance management systems to provide more effective support for staff to build on their good teaching skills in order to make them outstanding
- offer children more opportunities to extend and test out their own ideas and thoughts during activities and play.

Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and staff planning documentation, and checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager where they discussed children's learning and staff practice.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers successfully ensure that the staff team maintains a strong understanding of how to recognise if a child's welfare is at risk and of what to do if a concern arises. Since taking ownership of the setting, managers have used effective evaluations to make changes which have helped to develop stronger relationships with the families. They have greatly enhanced the opportunities for children. This includes through teaching them about the community. For example, children visit elderly residents in a care home, and learn about the differences that exist between people. Overall, managers support staff well to develop skills and knowledge to improve the outcomes for children. For instance, recent training has enabled all staff to consistently use non-verbal communication, thus empowering all children to be able to communicate and understand more effectively.

Quality of teaching, learning and assessment is good

Staff act well on opportunities that arise through the day to promote learning. For example, a task as simple as putting a password into a device is used to support children's ability to pronounce speech sounds correctly and to recognise numbers. Staff support children very well to develop skills that will enable them to become writers in future learning. For example, they focus well on developing children's hand strength and use of tools so they are able to control pencils when they learn to write. Children develop the ability to handle fiddly objects with skill, for example carefully threading nuts onto bolts. Staff make good use of their strong partnerships with other professionals to meet children's individual needs. For instance, they successfully use techniques suggested by speech therapists to boost children's development of speech.

Personal development, behaviour and welfare are outstanding

Staff show exceptional skill at forming relationships with children and ensure that their key children feel extremely safe and secure in their care. As a result, children who lack confidence on starting quickly feel happy to interact with others and show high levels of engagement. Staff empower children greatly to be able to express themselves and manage their feelings. As a result, children communicate to staff how they are feeling rather than using negative behaviour. Children learn to respect each other and their differing backgrounds or abilities. For example, they all understand that people communicate in different ways and have adapted extremely well to using sign language alongside their spoken language.

Outcomes for children are good

Children develop high levels of independence and manage tasks suited to their abilities confidently. This includes preparing their own fruits for snack. Children show high levels of perseverance, whether this be trying hard to control scissors effectively with one hand, or managing to put their boots on for outside play. With moral support and encouragement from staff, they succeed and show pride in their achievements. Children develop an enjoyment of books and show an understanding of what is happening in them. They demonstrate this when they act out their favourite stories with toys and talk to staff about the books they share with them.

Setting details

Unique reference number	EY544322
Local authority	West Sussex
Inspection number	10107837
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	47
Name of registered person	Rachel Button And Susan Jackson Partnership
Registered person unique reference number	RP544321
Date of previous inspection	Not applicable
Telephone number	07712701720

Church Lane Nursery registered under the current owner in 2017. It operates from a church hall in Southwick, Brighton. The nursery is open from 9.15am to 3.20pm each weekday, except Wednesdays when it closes at 12.15pm. It operates during term time only. There are eight members of staff who work at the nursery, seven of whom hold relevant childcare qualifications. The nursery receives funding to provide free early education for children aged two, three and four years.

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