

# Young Sussex Nursery (Dyke Road)

193 Dyke Road, Hove, East Sussex BN3 1TL



<b>Inspection date</b>	20 June 2019
Previous inspection date	21 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The dedicated management team is committed to the ongoing improvement of the setting. Everyday management is effective and a commitment to build on the already good quality of learning and care is keenly demonstrated.
- Managers deploy staff well, providing a safe environment for the children. They carry out risk assessments to identify potential risks and deal with them appropriately.
- Managers support staff to evaluate their training needs, using detailed action plans. However, the impact of training on practice is not always evident. For example, recent communication and language training has not ensured all staff effectively build upon the children's ability to think of ideas.
- Overall teaching is good. However, staff do not always adapt and extend children's play to extend further learning. Consequently, not all children are challenged as much as possible.
- Children's manners are great. For example, children effortlessly say 'please' and 'thank you' as they play and explore.
- Staff provide a variety of interesting resources and activities which engage the children, enabling them to be curious and enjoy their learning. The rooms are well equipped and designed to allow children to self-select toys of interest.
- This fully-inclusive nursery promotes the cultures of others. For example, children enjoy cooking activities from around the world, learning to speak basic words from other countries and listening to stories in different languages.
- All children, including those with English as an additional language and those with special educational needs and/or disabilities, make good progress.

## What the setting needs to do to improve further

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

- monitor the impact of training, to help all staff refine their teaching to the highest possible level
- offer greater challenge to all children, through further adapting and extending children's play.

### Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector held discussions with the managers and staff.
- The inspector reviewed relevant documentation, staff qualifications and policies used by the setting, including children's learning journeys.
- The inspector observed a range of activities and completed a joint observation with the manager.
- The inspector considered the views of the parents.

#### Inspector

Adam Hawes

## Inspection findings

### Effectiveness of leadership and management is good

The managers are proactive. They have a good understanding of how they want the nursery to be and how to best achieve this. They work closely with the local authority to reflect on what they provide. This allows them to drive practice forward. Safeguarding is effective. The managers complete regular supervisions and appraisals with staff. This allows them to celebrate their strengths and identify areas for development, which further strengthens staff's knowledge. The introduction of peer-to-peer observations enables staff to support each other's practice. This enhances the already strong team. Managers analyse children's progress. This enables them to swiftly identify gaps in learning. Additional funding is used purposefully. For example, early years pupil premium funding was used to purchase resources to support a child with speech delay.

### Quality of teaching, learning and assessment is good

Staff know the children well. They plan creative activities that reflect children's interests. For example, when in the garden, children enjoy digging in the mud and using magnifying glasses to look for worms. Staff make regular assessments of children's skills and use this information to clearly identify their next steps in learning. Staff develop good relationships with parents. They have developed a successful two-way process to share a range of information. This helps to provide a good, consistent approach for supporting children's learning. For example, a parent comments on the 'superb information' that she receives on her child's electronic learning journey. Staff support home learning well, providing parents with 'story bags' to support children's literacy and language skills.

### Personal development, behaviour and welfare are good

Staff have a friendly, respectful and caring approach and recognise the uniqueness of each child. Children are happy and develop trusting relationships with staff. This supports children's emotional security, enabling them to flourish in their learning. The strong bonds with staff are reflective of the effective key-person system they have in place. This enables staff to know their key children's needs well. Children behave well, share resources and show consideration towards each other. For example, they cooperate and take turns as they share the art and craft materials when creating caterpillars. Staff encourage children to be independent. For example, children serve themselves during mealtimes and support staff with the setting up of the lunch tables. They make choices about what they would like to eat and pour their own drinks, promoting healthy eating.

### Outcomes for children are good

Children are happy and eager to learn. For example, they spend a long period of time looking out of the window with a member of staff, talking about the journey of a spider up a tree. Children show excitement as they explore the garden. They learn to manage risks on the large slide and develop their physical skills as they ride on tricycles and kick balls. Staff support children effectively to become ready for school. For example, children learn to write their names and practise recognising the sounds that letters make. All children make good progress in relation to their starting points.

## Setting details

<b>Unique reference number</b>	130732
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10108470
<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>	7 - 57
<b>Total number of places</b>	91
<b>Number of children on roll</b>	129
<b>Name of registered person</b>	Boyd, Ingrid
<b>Registered person unique reference number</b>	RP909620
<b>Date of previous inspection</b>	21 October 2014
<b>Telephone number</b>	01273 736 948

Young Sussex Nursery (Dyke Road) registered in 1995 and is located in Hove, East Sussex. It is one of three privately-owned nurseries run by the same provider. The setting employs 24 members of staff. Of these, 15, including the manager, hold appropriate early years qualifications from levels 2 to 4. An additional three members of staff hold qualified teacher status and one holds early years professional status. The nursery is open Monday to Friday, all year round, from 7am to 7pm. It provides funded early education for two-, three- and four-year-old children.

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