

Inspection of One World Nursery

University of Brighton, Tithe Barn, Moulescoombe Place, Brighton, East Sussex BN2 4GA

Inspection date: 29 October 2019

Overall effectiveness **Good**

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children thrive in this exceptionally welcoming and nurturing nursery. The highly qualified, experienced and ambitious team creates an extremely inclusive and dynamic environment. The managers and staff go above and beyond to include all children and families, and they proudly celebrate the diverse backgrounds and cultures of the local community. Staff use a mix of traditional and modern books and stories to introduce key principles and learning to children. Powerful themes include perseverance, challenging gender stereotypes and learning about children from same-sex families. Children show great respect for others, behave extremely well and have an excellent understanding of their place in the community.

The vast majority of staff teaching is of a high quality and children delight in working things out, sharing their views, and testing out their ideas. However, this high level of interaction is not shared by every single member of staff. All staff are extremely supportive and attentive to children's needs. They know children very well and build loving bonds with them. Children feel exceedingly happy, safe and secure and demonstrate a great sense of belonging. They explore the adventurous nursery environment with supreme confidence and are highly motivated learners.

What does the early years setting do well and what does it need to do better?

- Staff skilfully weave current affairs, seasonal themes and global issues into the broad and ambitious curriculum. Children are currently learning about 'Black History Month', climate change and recycling in inspiring and innovative ways. For example, after discussing the importance of climate change, children recently held a mini nursery rally with signs, at the same time as a local climate change march. Children are also looking closely at what can be recycled, how and why. They benefit greatly from activities such as sorting plastic and rubbish from a water tray with sea life toys. They learn how dangerous this is for wildlife and how to be a positive and conscientious member of society.
- Staff provide parents with extensive support. They share detailed information about children's learning and value all parents' involvement highly. For example, during the inspection, a parent read a story to the children in Hungarian to support children's understanding of different cultures and languages. Staff provide thoughtful activities and books to help parents support children's specific next steps, life experiences and emotional needs at home. Parents' feedback is overwhelmingly positive about the 'wonderful' quality of care.
- The highly dedicated manager and her two deputy managers, who are passionate about their roles, have a strong vision for the nursery and continuously strive for improvement. They focus heavily on the well-being and professional development of the staff team as a whole, with engaging group coaching sessions. However, they do not have a rigorous professional

development programme in place for individual staff. They have not ensured that individual staff identified as needing further support with their practice improve quickly. Due to this, there are times when children's learning is not fully extended.

- Children have limitless opportunities to explore, investigate and experience new things in the fascinating indoor and outdoor nursery environment. They delight in exploring an array of fresh seasonal vegetables, such as pumpkins and marrows, and describe their various textures. Staff make great use of spontaneous learning opportunities to introduce complex new vocabulary. For instance, they described the ridged side of a marrow as being 'corrugated', which children then learned and proudly used in further conversations.
- Staff have high expectations of every child. They use innovative ways to build on children's early literacy skills. For example, they recently visited local families to take photographs of their lives and make personalised books for the children. This fostered a new love of books for these children and fully included them and their families in contributing to their learning. Children benefit from exciting and long-running activities linked to favourite stories. For instance, they are enthusiastically working together to make a nursery rocket, using boxes, papier mâché and a wide range of skills. Children persevere, take great pride in their achievements and develop immense confidence in their abilities. They communicate very well, develop a strong grasp of mathematics and show creative flare. Children quickly gain the skills needed to prepare them for the next stage in their education.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff regularly update their safeguarding knowledge through thorough training, discussion and staff meetings. They regularly discuss wider safeguarding issues and complete challenging quizzes to build their knowledge further. Staff confidently know the signs that may indicate that a child's welfare is at risk from abuse, including from neglect and extreme views. They know who to contact should they have a concern about a child and understand the importance of working together to monitor children's attendance and changes in their behaviour. They vigilantly provide a safe and secure environment for all children.

What does the setting need to do to improve?

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

- strengthen the programme of professional development for individual staff identified as needing further support, to raise the quality of their practice more quickly.

Setting details

Unique reference number	130703
Local authority	Brighton and Hove
Inspection number	10128563
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	35
Number of children on roll	38
Name of registered person	University of Brighton
Registered person unique reference number	RP902364
Telephone number	01273 642 022
Date of previous inspection	29 October 2015

Information about this early years setting

One World Nursery registered in 1992. The nursery is based in Brighton University, East Sussex. It is open from 8am to 5.30pm, Monday to Friday, for 45 weeks of the year. It receives funding to provide free early education to children aged two, three and four years old. There are 10 members of staff, all of whom hold relevant childcare qualifications between level 3 and level 7.

Information about this inspection

Inspector

Ben Parsons

Inspection activities

- The inspector was given a tour of the nursery by the manager and carried out a learning walk to discuss the curriculum.
- The manager and the inspector discussed the play activities and children's learning during the inspection and undertook a joint observation of an activity.
- The views and opinions of the children and parents were taken into account during the inspection.
- The inspector observed children's play and assessed the impact of staff teaching.
- The inspector read some of the setting's documentation, including staff suitability checks.

We carried out this inspection 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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