

# Inspection of Citysaurus Nursery

151 Eastern Road, Brighton, Brighton & Hove BN2 0AG

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Inspection date:

15 March 2022

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## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision is inadequate

Children's safety is compromised. The manager, who is also the designated safeguarding lead, does not fully understand her responsibilities to keep children safe. Although she has attended safeguarding training, she has failed to fulfil her responsibility to share concerns, in a timely way, with agencies with statutory responsibility. In addition, concerns regarding children are not stored or shared effectively to ensure the safe and effective management of the setting. This has a significant impact on children's safety and well-being.

Children arrive happily and settle quickly into their play. Staff have high expectations for what children can achieve. For example, children learn mathematical concepts as they explore the connecting cubes to create patterns. They understand how to complete simple addition and subtraction. However, the organisation of the environment is restrictive and does not allow children the flexibility to explore and play in ways that consistently meet their learning style or interests.

Overall, children behave well. They learn to take turns and treat each other with respect. They enjoy learning about what makes them unique. For example, they look at family photos and talk about people who are important to them. Although children enjoy being independent, due to the poor organisation of the setting they do not have opportunities to practise these skills routinely throughout the day.

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

- The manager does not have a secure knowledge of safeguarding practice. Although she has completed relevant safeguarding training and understands the safeguarding policy for the setting, she has failed to make timely referrals to the relevant agencies to ensure children are protected from harm. In addition, concerns regarding children are not stored effectively to ensure the safe and effective management of the setting.
- Children's records and information are not kept up to date, stored effectively, or shared with key staff. Furthermore, weaknesses in communication with parents mean that some key staff are not aware of matters which may affect the behaviour and well-being of children they care for.
- When teaching is good, children engage well. Staff use sensory play to support children's learning. For example, children enjoy using the mud kitchen to mix and develop role play games with the range of resources. Staff extend children's language well as they introduce new words and encourage children to communicate with their friends, to develop positive relationships.
- Babies show confidence as they excitedly explore the environment. For example, they enjoy pulling themselves to stand and climb up steps to help develop their

coordination skills, in readiness for walking independently. Older children use large wooden blocks to create large-scale models. Children's physical development is supported well across all areas of the nursery.

- Some positive strategies are in place to engage parents in their children's learning. For example, staff in the baby room provide parents with daily written feedback to keep them informed about children's care routines. However, weaknesses in communicating concerns about children's well-being hinder how staff work most effectively with parents, to provide the support required for all children.
- Overall, parents are satisfied with the care provided. They feel that any comments or complaints are managed well. Parents particularly value the information shared in the online learning journals, with ideas of how to extend children's learning at home.
- Children with special educational needs and/or disabilities are well supported. Staff know children extremely well and are dedicated to helping them progress in their learning. Staff quickly identify when children may need additional support with their learning and work closely with other professionals. Staff recognise the small steps that children make in their progress and celebrate their achievements.
- The manager supports staff to share good practice and utilise their own strengths. For example, staff support children who are learning English as an additional language. They engage in play with children and speak in both the child's home language and English to support the child to become fluent in both.
- At times, staff support children to develop independence skills, for example encouraging children to wipe their own nose. However, these opportunities are limited due to the poor organisation of some daily routines. For example, children struggle to pour their own drinks due to the unsuitable jugs provided and staff being unable to support children in these tasks.
- The manager and staff have a good overall understanding of their curriculum and what they want the children to learn. They have a shared focus on communication and language development. Children are supported to become confident communicators, in readiness for their next stage in learning. However, the organisation of the curriculum does not fully support the children to explore and develop their own play ideas. For example, children who prefer to play outside are not always given the opportunity to do so.

## Safeguarding

The arrangements for safeguarding are not effective.

The manager, who is also the designated lead for safeguarding, does not fulfil the requirements of her role. She has failed to liaise with other agencies or make timely referrals to ensure that children's safety is assured. Staff supervise children appropriately and complete risk assessments to minimise any potential hazards. The management team follows effective recruitment procedures to check staff's suitability to work with children. Staff receive regular supervision sessions. They value the ongoing support from the manager and the range of training

opportunities they receive to develop their knowledge and skills.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
take action to ensure that the designated safeguarding lead for the nursery understands the requirement of her role and responds to any child protection concerns in an appropriate and timely manner	08/04/2022
maintain accurate records and obtain regular and up-to-date information from other professionals working with children, to be fully assured of children's safety and well-being	08/04/2022
ensure that arrangements for the key-person system allows a two-way flow of information with parents to support children's well-being	08/04/2022
improve the implementation of the curriculum, including how the environment is organised for older children, to support children's individual learning styles and enable them to play and explore fully	08/04/2022
develop opportunities within the routine to help support children's independence skills.	08/04/2022

## Setting details

<b>Unique reference number</b>	EY561437
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10190458
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01273 680280
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Citysaurus Nursery re-registered in 2018 and has recently come under the ownership of Bright Horizons Family Solutions Ltd. It is situated in Brighton and Hove. The nursery is open each weekday, from 8am until 6pm, for most of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 14 staff who work directly with the children, 7 of whom hold appropriate childcare qualifications at level 3 and above.

## Information about this inspection

### Inspector

Lisa Parker

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views on the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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