

Inspection of Supersaurus Nursery

46 Cromwell Road, Hove, East Sussex BN3 3ER

Inspection date:

26 August 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are warmly welcomed into this nursery by the caring staff. However, there are some inconsistencies in the quality of education and in staff expectations of younger children's behaviour. Children generally appear happy and enjoy their time in the nursery. Staff are attentive to the children they are interacting with, but some adults are less vigilant with others. At times, some children are not fully engaged in meaningful activities.

Nevertheless, babies and children form good relationships with the staff, who find out about their interests and home experiences. Children choose their own play and learning in the well-resourced indoor spaces. For example, babies delight in looking for fish in colourful bubble tubes in their sensory area. Toddlers explore the sound of musical instruments, learning about loud and soft noises. Older children negotiate roles with their friends in an imaginative-play party.

Children have regular opportunities to be active. Staff use the indoor and outdoor space well to support children's physical development and play. For example, children learn to control their bodies as they run, jump in ball pits and explore the large climbing frame outside.

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

- The passionate manager has a strong vision for the nursery and clear curriculum intentions. However, these intentions are not embedded within the staff team's delivery of the curriculum. For example, the manager spoke about how staff had training to better support babies' movements. This was not visible during observations of practice or discussions with staff. The manager meets regularly with staff to discuss their well-being and offer coaching and training that is freely available. Staff say they are happy and feel well supported. Although the manager says that she monitors practice, there were some inconsistencies and a lack of oversight in the completion of paperwork.
- Staff observe children's learning and development carefully and plan the next steps to help them make progress. However, children with developmental concerns are not always identified swiftly enough to ensure that additional support is accessed early. When children's needs are identified, staff work closely with parents and outside professionals, such as speech therapists. This helps to ensure children make good progress.
- The manager and staff form strong relationships with parents. There is a good two-way sharing of information. Parents feel well informed about their children's day and progress. They say they value the support given with issues such as toilet training or transition to school. Parents are encouraged to share their skills and knowledge to benefit the children. For example, parents visit the nursery to

help toddlers bake, or read stories in their home language.

- Overall, staff support children to develop good language and literacy skills. For instance, babies and children enjoy stories read by staff and choose books to look at independently. Children join in singing. Babies find animal books to look at and learn new sounds. Older children talk confidently about their understanding of supermarkets and listen carefully to each other. They use their growing knowledge of letters and the sounds they make to read supermarket signs. Children are well prepared for school.
- Generally, children behave well. Older children listen to staff and follow their modelling of respectful behaviour. They help to develop simple rules, such as 'be kind'. Children follow them, and the routines, well. Staff praise babies' and children's efforts and achievements to support their self-esteem. For instance, staff and children clap when children perform in a 'talent show'. However, at times, staff use behaviour strategies, such as timers, that are not effective with younger children. Staff working with this age group do not have a good understanding of child development and children's ability to share at this age. They use timers as a tool to encourage children to share, instead of providing additional resources.
- Staff encourage children to recognise and express how they are feeling. For instance, toddlers talk about things that make them happy. They persevere with using glue sticks and choose yellow paper to make 'happy' collage pictures. Staff use stories to spark conversations with children about differences between themselves and others. Staff support older children to solve their own problems and encourage their growing independence.

Safeguarding

The arrangements for safeguarding are effective.

Staff encourage children to be aware of their own safety and help them to understand why they need to do things. For example, they know they need to wash their hands before eating to remove germs. The manager follows safe recruitment practices to ensure staff are suitable to work with children. Staff have regular training in first aid and safeguarding. They know how to record and report any concern they may have about a child's welfare or the behaviour of another staff member. The manager and staff actively work with families and other agencies to ensure continuity of care. The premises are clean, well maintained and secure.

What does the setting need to do to improve?

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

	Due date
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improve the monitoring of staff practice and support staff to ensure that babies and children are consistently engaged in enjoyable and challenging experiences that meet their learning needs	30/09/2022
review and improve systems to ensure that developmental delays are identified promptly and additional support is provided at the earliest opportunity.	30/09/2022

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

- improve child-development knowledge of staff working with the younger-aged children to ensure they provide sufficient and appropriate resources to enable toddlers to benefit fully from every learning opportunity.

Setting details

Unique reference number	EY494565
Local authority	Brighton and Hove
Inspection number	10228998
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	124
Number of children on roll	74
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01273 911550
Date of previous inspection	17 August 2016

Information about this early years setting

SuperSaurus re-registered with Ofsted in 2015 due to a change in company status, although it has been established since 2010. The nursery, which is now part of Bright Horizons group of nurseries, is located in Hove, East Sussex. It is open from 8am to 6pm, Monday to Friday, all year. Funding is accepted for the provision of free early years education for children aged two, three and four years. The nursery employs 15 staff, nine of whom hold a qualification at level 3 or above.

Information about this inspection

Inspector

Sue Suleyman

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 her evaluation of the provider.
- The manager and the inspector completed a learning walk together to discuss the intentions for children's learning.
- The manager and inspector completed a joint observation of an activity and discussed how she monitors and improves staff practice.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the nursery.
- Some parents shared their views of the nursery provision with the inspector and these were taken into account.

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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