

Inspection of My First Word...Grows Up Portslade

South Portslade Community Centre, Church Road, Portslade, East Sussex BN41
1LB

Inspection date: 12 September 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happily and eager to learn. Staff greet children warmly and take the time to catch up on their news with interest. For example, children excitedly share items collected on their way to nursery. Even new children settle quickly, demonstrating that they feel a sense of belonging and security. Children are learning how to keep themselves safe and healthy. They discuss the importance of washing hands and take care when climbing trees. However, staff do not consider the potential risk of all activities on offer. This impacts on children's welfare.

Children are developing a love of books. Babies show great interest in familiar stories as they self select books and share these with staff. They point out pictures that capture their curiosity and concentrate as they turn pages. Staff check children's understanding by asking questions. For instance, when prompted, children point to parts of their bodies that correlate with the story. This helps children make connections between text, language and objects.

Children behave well. They follow the rules and remind others to use 'gentle hands' when playing together. Older children resolve their own conflict as they find solutions when they both want to play with the same item. Staff prioritise children's socialisation skills as they plan opportunities that promote sharing. For example, they limit the amount of resources to encourage children to express their needs, share and take turns.

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

- The manager and her staff team are clear on what they intend children to learn and achieve during their time at nursery. They use their local knowledge and information they gather from parents to create a rich and varied curriculum. They use assessment effectively to identify and address gaps in learning. Children, including those with special educational needs and/or disabilities and those who speak English as an additional language, are making good progress as a result.
- Children have lots of opportunities to develop their understanding of early mathematical concepts. This helps provide children with the foundation of basic knowledge they will need for future learning. For example, children use a variety of equipment, such as large weighing scales, to explore weight and measure in the garden.
- Children are developing an understanding of the world and a sense of what makes them unique. During snack time, older children discuss their likes and dislikes and how this differs between them. They learn about different cultures and welcome each other in a range of languages, such as Polish, Portuguese and Romanian.

- Staff carefully select toys and equipment to capture children's interest and promote learning. Children actively engage and concentrate for long periods of time on self-selected play. However, staff working with the babies do not always make best use of the space available. This means that during routine activities, such as nappy changing times, the play space can become restricted. This has an impact on young children's opportunities to expand their play at all times.
- Children have plenty of opportunities to develop their physical skills. For example, they participate in weekly yoga sessions, which helps to develop their core strength and control. Older children benefit from and confidently navigate the space around them. They show enjoyment as they run, balance on beams, climb trees, swing and transport items from one area to another.
- Children's early language development is generally well supported. Staff listen intently to children's emerging speech. They repeat unclear or developing sounds and words, commentate their play and use pictures to promote early communication. However, teaching for older children can be inconsistent at times. For instance, staff do not make full use of discussion to extend children's vocabulary at every opportunity. This inhibits children from reaching their fullest potential.
- The manager uses monitoring and supervision arrangements successfully to identify staff development needs. Since the last inspection, staff have extended their professional development in areas such as child development, emotional well-being and safeguarding. This has had a positive impact on the quality of teaching.
- The manager and her team do not consistently consider the appropriateness of all activities on offer. For example, older children use rainwater in the garden to make creations in the mud kitchen. However, at times, children were observed to 'taste' what they have made. This has an impact on children's welfare.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff know the children they care for very well and are alert to changes that may indicate a child welfare concern. Staff have completed safeguarding training and demonstrate good level of knowledge and understanding of the policies and procedures to keep children safe. This includes new staff and apprentices. The manager regularly assesses staff's understanding of child protection through discussion and scenario work. The manager completes appropriate checks on staff to assess their suitability, both during recruitment and on an ongoing basis.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve risk assessments to ensure all potential risks are identified, minimised and shared with staff, with particular regard to activities and events.	03/10/2022

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

- review the organisation of routine activities and the space available for babies to ensure these do not limit learning
- utilise opportunities to promote discussion with older children to help broaden their vocabulary.

Setting details

Unique reference number	EY554664
Local authority	Brighton and Hove
Inspection number	10237577
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	43
Number of children on roll	41
Name of registered person	My First Word Grows Up Ltd
Registered person unique reference number	RP554663
Telephone number	07789812020
Date of previous inspection	22 March 2022

Information about this early years setting

My First Word... Grows Up Portslade opened in 2018. It operates from a community centre in Portslade, East Sussex. The setting opens from 7am to 6pm, Monday to Friday, all year round. The provider receives funding to provide free early education for children aged two-, three-, and four-years-old children. There are seven members of staff. Of these, five hold a relevant qualification at level 2 and above.

Information about this inspection

Inspector

Paula Sissons

Inspection activities

- The inspector discussed any continued 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 provision and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a focused activity with the manager.
- The inspector spoke to parents during the inspection and took account of their views.

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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