

Inspection of Puffin Community Nursery

Millwood Centre, Nelson Row, Carlton Hill, Brighton BN2 9QG

Inspection date: 29 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	Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive at the nursery happy, content and confident. Staff provide children with a warm welcome at the door, which helps them to separate from their parents with ease. Children show that they feel safe and secure with staff. However, the nominated person has failed to notify Ofsted of changes to the management committee. This means that the suitability of some committee members remains incomplete. Although the manager has systems in place to ensure committee members do not have access to children or sensitive information, this breaches the safeguarding and welfare requirements.

Children settle quickly and enjoy making choices in their play. They independently select what they want to play with from a good selection of resources and confidently express their needs and preferences. Staff support children's learning and development well and all children are making good progress as a result.

Children behave well. The staff are positive role models and have good expectations of children's behaviour and what they can achieve. They offer gentle reminders, when needed, about the importance of sharing and taking turns. There are clear rules, boundaries and routines in place. Children respond promptly to instructions and assist with tasks such as tidying up before moving on to the next activity.

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

- The nursery manager has many strengths. For example, she models quality practices and interactions with children to other staff. Regular daily team discussions, supervisions and peer observations ensure staff receive clear guidance, coaching and mentoring. This helps them to identify and address gaps in their practice. Staff receive good development opportunities and support children well to be happy and engage in learning effectively.
- The nursery manager has a good understanding of her role and responsibilities in keeping children safe. However, the nominated individual has failed to notify Ofsted of changes to the management committee. This comprises children's safety.
- Overall, staff support children's language and communication development well. Children recall 'The Colour Monster' story as they mix paint and notice changes in colours. They confidently talk to the inspector about their activities and share their love of stories and songs. Staff talk to children about what they are painting and ask some questions that support children's thinking. However, at times, staff do not consistently extend children's range of vocabulary. As a result, children do not reach their fullest potential.
- Overall, children are learning to be independent. For example, they find their

own coat before outside play and top up their own paint during an activity. However, at times, staff do not extend opportunities fully. For example, staff pour drinks for children during lunchtime, rather than allowing them to try themselves. This has an impact on children's readiness for their next stage in learning.

- Children gain a good understanding of healthy eating and adopt healthy habits. They benefit from a varied range of nutritious snacks and home-made cooked meals. Staff support children to learn about hygiene practices and remind children of the importance to wash their hands before mealtimes. Children are learning to keep themselves safe and healthy as a result.
- Children are learning to regulate their own feelings by exploring emotion cards. Staff encourage children to talk about how they feel as they find the matching emotion. Children learn about what makes them happy, sad and angry, learning words to name their emotions. This helps children develop basic understanding of themselves as well as compassion for others.
- Staff know and respond to children's individual needs well. They use assessment successfully to identify potential gaps in learning. This allows them to put plans in place to support children's development. As a result, all children, including those with special educational needs and/or disabilities and those who speak English as an additional language, are making good progress from their starting points.
- Children thoroughly enjoy playing outdoors daily. They develop their physical skills as they ride scooters around obstacles and roll big tyres down hills. Children enjoy spending time being physical out in the local area. They regularly attend community soft-play sessions, dance and music classes. This helps children develop the skills they will need for their future learning.
- Parent partnership is effective. Parents are complimentary about the nursery. They value the support that staff offer them and their children. They welcome the regular information they receive about their children's experiences and development.

Safeguarding

The arrangements for safeguarding are effective.

The manager works well with other agencies to support children in their care. They are aware of how to keep appropriate records. Staff have a secure knowledge about what to do if they have concerns about children's welfare. They know how to share concerns within the nursery and who to refer to outside of the nursery. Staff have completed up-to-date training. The manager follows robust recruitment processes to assess the suitability of nursery staff before they begin working with children. The manager ensures that the deployment of staff means that there are enough staff present to meet the needs of children and keep them safe. Staff use risk assessments to ensure the environment is safe for children and to minimise any potential hazards.

What does the setting need to do to improve?

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

	Due date
ensure Ofsted is notified of all members of the committee so that suitability checks can be carried out.	13/10/2022

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

- build on teaching skills further in order to extend children's range of vocabulary and language
- review the organisation of mealtime routines to provide children with more independence opportunities.

Setting details

Unique reference number	EY484162
Local authority	Brighton and Hove
Inspection number	10228978
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	16
Name of registered person	Puffin Community Nursery
Registered person unique reference number	RP901762
Telephone number	01273 686687
Date of previous inspection	11 October 2016

Information about this early years setting

Puffin Community Nursery re-registered in 2014. It operates from a community centre in Brighton, East Sussex. The nursery opens Monday to Friday, from 9am to 3.30pm, during school term times only. The nursery receives government funding for free early years education for children aged two, three and four years. The nursery employs six members of staff; three staff hold early years qualifications at level 3 and one holds a level 2 qualification. The manager has qualified early years teacher status.

Information about this inspection

Inspector

Teresa Colburn

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector spoke to and interacted with children, to find out about their time at the nursery.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The manager and the inspector carried out a joint observation while children were being creative.
- The inspector spoke to several 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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