

Inspection of Shirley Street Day Nursery

43 Shirley Street, Hove BN3 3WJ

Inspection date: 14 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settle well as they are warmly greeted by staff. Those who need reassurance when arriving receive a comforting cuddle from their key person. This supports children's emotional well-being and enables them to quickly engage in nursery life. Children benefit from well-established routines, which supports their learning and curiosity to explore the environment. Children are confident to choose from a variety of activities on offer. Older children lead their play, talking with friends about what they are doing and working together to share thoughts and ideas. For example, while exploring the role play 'farm', they talk to each other about items they want to buy and sell in their farm shop.

Younger children respond well to staff's positive and encouraging interactions. Overall, their needs are met well. However, at times, expectations of their behaviour and abilities are slightly too high. Older children know the high expectations required of them. They behave very well and play cooperatively. Younger children enjoy regular opportunities to play alongside older children. This supports children as they move up through the nursery rooms.

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

- Leaders and staff work together well. Staff report that leaders are supportive and that they are happy in their roles. Leaders meet with staff regularly to speak about their well-being and identify any training needs.
- Leaders plan a clear and stimulating curriculum. They know what they want children to learn. Overall, the quality of education is strong. Staff working with the older children use their interactions well to enhance children's learning and enjoyment. Younger children also benefit from taking part in a broad and interesting range of activities. However, staff working with the younger children do not always plan as precisely as possible. For example, they do not always consider the best resources to support what they want children to learn.
- Children with special educational needs and/or disabilities (SEND) are supported effectively at this inclusive nursery. Staff quickly identify children who need extra support. They work productively in partnership with parents and external agencies to ensure children receive targeted support. Staff put individual plans in place to ensure children with SEND receive individual strategies to enable their learning and promote progress.
- A well-established key-person system helps children form secure attachments. For example, babies receive comfort, and staff are sensitive to their individual needs. This supports their emotional well-being and enables young children to develop their independence.
- Relationships with parents are very good. Staff share information with parents about their child's progress and care needs. For example, the nursery uses an

online application to communicate effectively as well as having personalised handovers at the end of each session. Parents speak highly of the nursery and its staff. They describe the nursery as 'homely' and a place their children are 'excited to go'.

- Children benefit from the emphasis staff put in place to support their communication and language skills. Staff talk to children and narrate their play, giving children opportunities to learn new words. Children are eager to listen to stories. They excitedly join in with familiar words and actions. Staff provide resources for use at home, such as song bags, to further support and extend their language development.
- Children behave well, and staff support them to develop good social skills. For example, older children work well together and negotiate as they build a train track. Staff allow children time to solve problems and work things out for themselves. However, staff working with the youngest children are sometimes less effective in supporting children to play collaboratively.
- Staff provide opportunities for children to be healthy. For example, children enjoy a variety of fresh fruit for snacks, active play in the garden and planned outings. Staff have meaningful conversations with children about what they are eating. Staff role model effectively, trying new foods as they eat alongside the children and providing gentle encouragement to those who need it.

Safeguarding

The arrangements for safeguarding are effective.

Leaders understand their role as designated safeguarding lead. They monitor staff knowledge of safeguarding and ensure training is kept up to date for all staff. Staff demonstrate a secure understanding of child protection and safeguarding, including knowledge of local safeguarding partners. Staff know what procedures to follow if they are concerned about a child's safety. Children are supervised well, and the premises is secure. Staff help children to keep themselves safe. For example, staff discourage children from playing with forks at lunchtime. The setting's recruitment procedures are robust, and they have a secure vetting procedure, ensuring staff are suitable to work with children.

What does the setting need to do to improve?

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

- provide more support for some staff working with younger children, to improve the implementation of activities and improve modelling of behavioural expectations.

Setting details

Unique reference number	2590365
Local authority	Brighton and Hove
Inspection number	10251214
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	34
Number of children on roll	61
Name of registered person	Little Bears Day Nursery (Hove Actually) Ltd
Registered person unique reference number	2590362
Telephone number	01273735155
Date of previous inspection	Not applicable

Information about this early years setting

Shirley Street day nursery registered in 2020. The setting operates from Monday to Friday, all year round. There are currently seven staff, of whom all hold an early years qualification. Five staff are level 3 qualified, and two are level 2 qualified. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Natalie Moir

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 management team joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The Manager carried out a joint observation of group activities with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the provision with the inspector.

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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