

Inspection of Hove Village Day Nursery Ltd

126-128 New Church Road, Hove, East Sussex BN3 4JD

Inspection date: 31 August 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome from staff as they arrive at this nursery. They settle quickly and demonstrate that they feel happy. Babies and older children have secure bonds with the staff who care for them. Children are motivated to learn and enjoy their self-chosen activities. Staff plan opportunities for children to learn using their current interests. For example, they visit the local library to research facts about dinosaurs. Furthermore, staff implement 'interest-based' days when children show curiosity in sea creatures. This helps to extend learning opportunities for children.

Children behave well. They play collaboratively as they share resources and take turns. Staff praise children and motivate them to keep trying when something is tricky. For example, older children try to balance wobbling building blocks. They keep trying until they succeed. Staff plan ways for children to explore their emotions. The youngest of children look at books about basic emotions, such as happy or sad. Older children creatively make faces on leaves. Staff ask questions to encourage children to think and share their thoughts and feelings. Children say that they feel 'nervous' about starting school. Staff reassure children and say they understand how they feel. This supports children to develop an awareness of a variety of emotions.

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

- Leaders and staff provide children with a broad and balanced curriculum that builds on what they already know and can do. Staff monitor children's progress and identify any gaps in learning. They use this information effectively to target planning for individual children.
- Staff encourage babies to explore their creativity as they use their hands and fingers to explore foam. Toddlers use wooden sticks to make marks and dots in the sand. Staff plan unique ways to engage older children in art projects. They learn how to recycle old books. For example, they use the torn pages to decorate chairs. This helps children to strengthen their small physical skills and learn about different textures.
- Staff support children's communication and language development from a young age. They repeat simple key words and use sign language as they talk to babies. Older children confidently engage in conversations with adults and peers. For example, they use words such as 'sticky' as they describe the dough. However, less-experienced staff's interactions are not always as meaningful. This means that, at times, children are not always fully engaged in learning.
- The special educational needs coordinator has a wealth of knowledge and is passionate about her role. She cascades her knowledge to other staff to help them implement teaching strategies. She works closely with key persons and

other professionals to swiftly close any gaps in children's development. For example, they put targeted plans in place to meet children's individual needs. This supports children in achieving the best possible outcomes.

- Children help to tidy up in readiness for lunchtime. They gather together and listen to stories or sing familiar songs. However, transitions between routines are not fully effective. For example, some children sit waiting for prolonged periods. This means that children are not engaged and can become a little unsettled.
- Mathematics are woven through everyday activities from an early age. Staff count with children at every opportunity. They use counting songs to introduce babies to numbers. Toddlers count objects as they play alongside staff. Older children learn to recognise halves and quarters as staff chop fruit at snack time. This helps children gain an understanding of mathematical concepts.
- Parents are very complimentary about the care and education their children receive. They comment on the support and advice staff give to them, including how to support children's learning and behaviour at home. Staff share information with parents daily. This provides a consistent approach to children's development.
- Leaders are passionate about the nursery. They are very reflective and strive to provide the best service they can. Staff benefit from regular supervisions and training. They feel supported in their well-being and in their professional development. Leaders provide access to a range of support services, should staff need them.

Safeguarding

The arrangements for safeguarding are effective.

Leaders organise and manage the nursery effectively. Following a recent incident, they have updated their awareness of procedures to ensure that they make prompt referrals to relevant outside agencies when appropriate. All staff have a good understanding of their responsibilities to safeguard children. They recognise the signs and symptoms that might indicate a child is at risk of harm or abuse. This includes what to do if they have concerns about another member of staff. Recruitment procedures are robust. Leaders carry out stringent checks to ensure that staff continue to be 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:

- review and improve the organisation of transition periods between activities
- strengthen the support for staff, particularly those with less experience, to develop greater confidence in implementing the curriculum.

Setting details

Unique reference number	EY492059
Local authority	Brighton and Hove
Inspection number	10309038
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	147
Number of children on roll	204
Name of registered person	Hove Village Day Nursery Ltd.
Registered person unique reference number	RP905848
Telephone number	01273 358589
Date of previous inspection	16 April 2019

Information about this early years setting

Hove Village Day Nursery Ltd registered in 2015. It opens from 8am to 6pm, Monday to Friday, all year round. There are 49 members of staff. Of these, one holds a qualification at level 6 and 24 hold qualifications at levels 2 or 3. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspectors

Kelli Wiseman
Sheena Bankier

Inspection activities

- This was the first routine inspection the provider received since COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and has taken into account their evaluation of the provider.
- Leaders joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want the children to learn.
- Leaders shared their vision and ethos with the inspectors.
- The inspectors spoke to staff and children during the inspection.
- The inspectors carried out a joint observation of an activity with the manager.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023