

Inspection of Bloomsbury on the beach

Units 3 & 4, 300 Madeira Drive, Brighton BN2 1BX

Inspection date: 19 September 2024

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 arrive happy and settle quickly at this well-organised, engaging provision. Staff hold children in high regard and foster positive relationships to help them feel safe and secure. Staff work hard to get to know each child and their family well. This enables key persons to gain the information they need to plan and tailor effective educational programmes that meet children's individual needs. Leaders and staff are ambitious for all children and strive to ensure that those with special educational needs and/or disabilities receive the support they need to help them catch up.

Children behave well and are eager to explore what is on offer, showing high levels of confidence as they participate in a range of enriching activities. For example, children join in with gusto, singing along to the words they know while staff sing and play guitar to them during group times. This provides children a wonderful opportunity to hear a wide range of language in different contexts.

Staff use a variety of teaching techniques to help children learn knowledge and skills. For example, staff explain and model to children how to use small tools. Children show high levels of concentration as they practise using knives and peelers to prepare vegetables for their teatime autumnal soup. This activity builds on children's physical development, refining their fine motor skills ready for later handwriting.

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

- Senior leaders accurately self-evaluate the quality of the provision. They seek the views from professionals, parents and children to help them reflect on the quality of care they provide. Leaders are ambitious and use feedback to help drive ongoing improvements. They are committed and strive for children to receive continuous high-quality education to prepare them for their next stages of learning.
- Staff have a sound understanding of what they want children to learn. They know how to plan and implement a purposeful curriculum. Staff revisit activities and experiences to ensure that children's knowledge and skills are embedded. Occasionally, staff do not extend children's learning to build on what they know, remember and can do. Despite this, children show that they are making good progress in their learning and development.
- Staff model harmonious working relationships with children, families and each other. Children benefit from observing positive partnerships and learn from adults who care for them. Children communicate well to express their wants and needs. Staff ensure that children who speak English as an additional language receive good levels of support. There is a real emphasis on focusing on children's

emotional health and well-being. On the whole, this is supported well. However, there are some occasions when staff do not acknowledge minor upsets to help children recognise and learn about their emotions. Nevertheless, children receive lots of cuddles and benefit from warm relationships with staff.

- Staff are positive role models to children and encourage them to be independent as well as engaging them in discussions. Staff talk to children so they can recall golden rules that outline behavioural expectations. Children can confidently say what they know about rules to keep themselves safe before going on an outing to a local garden space. Furthermore, children are empowered to be independent and confidently pour their own drinks from the water dispenser. This contributes towards building children's self-confidence in their own abilities.
- Staff make good use of facilities in the local area to support children to learn about different people and communities. Children thoroughly enjoy trips to the beach. They relish seeking beach 'treasure' and discuss what they have found with one another. Staff use recent training to teach children simple ways they can have a positive impact by looking after the environment. Children learn about protecting the ocean and engage in mini beach cleans. This contributes towards supporting children to learn about the natural world and life beyond the provision.
- Senior leaders work closely with their staff team to model good early years practice. They offer opportunities for mentoring, coaching and training. Staff comment that they are well supported, which enables them to fulfil their roles and responsibilities. Children benefit from knowledgeable staff who know them well and seek ways to recognise and celebrate what makes each child unique.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

- develop staff's teaching practice to further extend on what children already know, remember and can do
- develop all staff's understanding of how to support children's emotional well-being and respond in ways that acknowledge and validate their feelings.

Setting details

Unique reference number	2739436
Local authority	Brighton and Hove
Inspection number	10364666
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	2 to 3
Total number of places	35
Number of children on roll	27
Name of registered person	Hove Village Day Nursery Ltd.
Registered person unique reference number	RP905848
Telephone number	01273 917836
Date of previous inspection	Not applicable

Information about this early years setting

Bloomsbury on the beach registered on 21 June 2023 and is situated in Brighton, East Sussex. It is open from 7.30am to 6.30pm, Monday to Friday, all year round. The provision employs five members of staff, four of whom hold appropriate childcare qualifications from levels 3 to 6. The provision does not currently receive funding specifically for disadvantaged children but is in receipt of funding to provide free early education for two- and three-year-old children.

Information about this inspection

Inspector
Sherrie Nyss

Inspection activities

- The inspector reviewed the provision with the leader and discussed how they organise routines, activities and the safety and suitability of the premises.
- The leader joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector observed the quality of interactions between staff and children during activities and routines to assess the impact this has on children.
- The inspector spoke with staff and children at suitable times during the inspection.
- A joint observation was carried out and discussed with the leaders.
- The inspector held a discussion with leaders in relation to the leadership and management of the provision.
- The inspector looked at relevant documentation, including evidence of staff suitability, first-aid certificates and safeguarding policy.

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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