

Inspection of Hove Village Pre-School Nursery At Hove Library

Lower Ground Floor, Hove Public Library 182-186, Church Road, Hove, Sussex BN3 2EG

Inspection date: 24 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and motivated to learn in this nurturing and stimulating nursery. Leaders and staff work together to successfully plan and implement an ambitious curriculum that provides children with varied opportunities. Staff carefully plan a range of purposeful activities and play experiences that support children's individual learning. They know children well and ensure that children's curiosities are fully incorporated into their day. This supports children to sustain interest in their play and investigations. For example, older children immerse themselves in science experiments. They use pipettes to release droplets of coloured vinegar into bicarbonate of soda. They create and observe the reaction and learn about volcanoes. Staff skilfully revisit previous learned information through discussions with children. For instance, children recall a past topic on the solar system. They know they live on planet Earth, and that Mars has many volcanoes on it and so people cannot live there. These opportunities enable children to continually build on what they already know, remember and can do.

Staff understand the importance of supporting children's emotional well-being. They carefully build secure attachments with children. In turn, children are confident to seek out staff for play, reassurance and support to problem-solve. Staff recognise each child's unique personality and the additional support some children need. They are responsive to all children's needs and wants. This helps children to feel safe and valued, and contributes to their growing independence and self-confidence.

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

- Staff provide a broad and well-balanced curriculum that covers all seven areas of learning. They precisely plan appropriate next steps for children, with just the right amount of challenge. They support children to be resilient as they problem-solve and to keep trying when some tasks are difficult. This enables children, including children with special educational needs and/or disabilities, to continually strengthen their knowledge and skills. This prepares them for future learning.
- Communication and language are a fundamental basis for the curriculum. Staff use exaggerated facial expressions alongside simple, repetitive words to help the youngest babies develop their early communication skills. Staff broaden older children's vocabulary as they expose them to new words, such as 'transparent' and 'opaque'. They explain their meanings and how to use them in context, helping children to make connections in their learning. This supports all children to become confident communicators.
- Across the nursery, staff promote the love of books very well. Children of all ages independently choose from a variety of accessible books. Staff readily join

them to read the stories they have chosen. Staff bring stories to life as they read with gusto. They capture children's attention and encourage them to join in with familiar phrases and story props. In addition, children have opportunities to take regular trips to the public library, further instilling an early love for literacy.

- Recent changes in leadership have been well communicated to staff and parents, and a smooth transition has taken place. Leaders place a strong emphasis on staff's well-being and ongoing professional development. However, leaders have not fully identified that some less-experienced staff need additional support to increase their knowledge and improve their everyday practice. Consequently, there are some minor inconsistencies in the quality of their interactions with children. Despite this, generally, the level of interactions children receive is of high quality.
- Staff plan many opportunities to help promote children's independence and self-help skills. For example, staff encourage children to put their own coats and wellies on to go into the garden and help children to hold cutlery correctly. As a result, children make good progress with their independence skills.
- Staff are positive role models to children, providing ample praise and encouragement throughout the day. Generally, children's behaviour is good. Staff model good manners and 'kind hands'. However, on occasions, some staff give mixed messages to children about rules and boundaries. This is confusing for children and does not consistently support their growing understanding of behavioural expectations.
- Partnerships with parents are a high priority to leaders and staff, who recognise the importance of developing positive relationships and regularly sharing two-way communication. Parents are extremely complimentary about the care and learning their children receive. They feel listened to and valued, and they comment that their children's interests are nourished by excellent staff.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- strengthen the coaching and mentoring arrangements for less-experienced staff to help raise the quality of interactions to a consistently high level
- support staff to give consistently clear messages so that children know and understand the expectations of their behaviour and learn right from wrong.

Setting details

Unique reference number	2524856
Local authority	Brighton and Hove
Inspection number	10364668
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 4
Total number of places	41
Number of children on roll	51
Name of registered person	Hove Village Day Nursery Ltd.
Registered person unique reference number	RP905848
Telephone number	01273 033070
Date of previous inspection	3 November 2021

Information about this early years setting

Hove Village Pre-School Nursery At Hove Library registered in 2019 and is situated in Hove, East Sussex. The nursery is open from 8am to 6pm, from Monday to Friday, all year round. There are 14 members of childcare staff, 13 of whom hold appropriate early years qualifications between level 2 and qualified teacher status. The nursery provides funded care and early education for children aged from nine months to four years.

Information about this inspection

Inspector

Natalie Moir

Inspection activities

- The manager and the inspector discussed how the nursery organises its early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during a planned group activity.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the staff and children.
- The manager and the staff spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Parents shared their views of the nursery 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.

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 2024