

Inspection of Hove Village Day Nursery Ltd

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

Inspection date: 7 October 2024

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

There are a number of significant safety and welfare requirements that are not met at this nursery. This has a direct impact on the quality of care and education children receive. For instance, there are weaknesses in risk assessment arrangements, supervision of children and educational programmes.

There are inconsistencies in the key-person arrangements as staff regularly change rooms throughout the day. This impacts on the continuity of care children receive. Consequently, staff do not know children well enough to plan and implement an effective curriculum that meets their individual needs. As a result, some children become bored and disengaged. Furthermore, some staff do not know how to manage children's behaviour appropriately. This leads to a chaotic and disorganised play environment within some of the rooms. This does not support children to learn well or support their growing understanding of behavioural expectations to keep themselves safe.

Despite these weaknesses, children are generally happy and enjoy coming to the nursery. Staff supporting the youngest babies develop positive relationships with them and build secure attachments to help babies settle well. They develop confidence to explore their play spaces and beam with delight as they practise taking their early steps. Staff offer encouragement and praise for their efforts.

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

- The new leaders recognise the nursery's strengths and weaknesses. However, as they are new in post, they have not yet been able to address all the current and historic practice issues inherited. Despite this, leaders demonstrate a commitment to take the relevant action required to embed and drive improvement and raise the quality of the provision.
- Leaders do not ensure staff have the knowledge required to identify and take action to minimise or eradicate risk. For example, some staff fail to ensure food at mealtimes is prepared appropriately for the age and stage of individual children. Furthermore, staff do not notice when children place small items in their mouths. These examples could present as choking risks to children. Consequently, this compromises children's safety.
- Leaders have yet to embed an effective curriculum across the nursery. As a result, staff do not know how to plan and implement broad and balanced educational programmes. Staff follow children's immediate interests, however, these activities are often generalised without purposeful learning intentions. Consequently, children receive a narrow curriculum that does not always align to their age and stage of development
- Although each child has a key person, the arrangements in place are not

effective. Leaders have not considered the impact of consistently re-deploying staff around rooms throughout the day. The constant changes to staff means most children receive limited interactions from their key person. As a result, staff's time with children is regularly interrupted. Consequently, children's learning and development needs are not met well. In addition, constant changes of staff leads to inconsistent supervision of children, which does not always ensure their safety.

- Supervision arrangements for staff are not effective. Leaders do not accurately identify the individual coaching and support that staff require. This does not help staff to continually improve their practice. In addition, some staff are put in positions without the necessary training to enable them to fulfil their roles and responsibilities. For example, apprentices are asked to take the role of key person, yet they have very limited knowledge of the early years foundation stage framework. This directly impacts the quality of experiences children receive.
- At times, the daily routine and activities are chaotic and disorganised. This directly impacts on children's learning experiences and behaviours. Staff do not support children's behaviour well or have consistently good oversight of what all children are doing. For example, as pre-school children prepare for lunch, some tip water over tables and floors, while others run around the room unchallenged. This does not help children understand behavioural expectations that directly impact their safety.
- The provision for those children with special educational needs and/or disabilities (SEND) receive is not effective. Leaders have not ensured staff with lead responsibilities are equipped with the knowledge and skills to fulfil this role. Some staff are unclear who to go to if they are concerned about a child's development. Furthermore, individual plans to support children are not consistently updated or shared with staff. As a result, children receive inconsistent support in their development. These children are not supported to make the progress they are capable of.
- Although most parents are happy with the care children receive, staff do not share with them what children have been learning or what they need to learn next. As a result, parent partnership is not fully effective.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
take action to ensure all staff are able to identify and minimise any hazards to children to effectively maintain their safety at all times	31/10/2024
take action to ensure staff deployment is effective to meet individual children's needs and ensure their safety	31/10/2024
implement effective key person arrangements to provide continuity of care and meet individual needs of children	31/10/2024
put arrangements in place to ensure staff have tailored supervision opportunities to identify their continued professional development needs	31/10/2024
take action to ensure all staff are provided with adequate training, coaching and support to fulfil their roles and responsibilities	31/10/2024
ensure staff provide consistent and appropriate support for children to begin to learn right from wrong and behavioural expectations	31/10/2024
ensure all children with SEND receive the tailored support they require to ensure their individual needs are met in line with the SEND code of practice	31/10/2024
ensure parents receive regular communication regarding their child's progress and share how learning can be promoted at home.	31/10/2024

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

	Due date
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plan and implement an effective, well-balanced curriculum that is tailored to the individual needs of children.	30/11/2024
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Setting details

Unique reference number	EY492059
Local authority	Brighton and Hove
Inspection number	10366452
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	147
Number of children on roll	179
Name of registered person	Hove Village Day Nursery Ltd.
Registered person unique reference number	RP905848
Telephone number	01273 358589
Date of previous inspection	31 August 2023

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, 34 hold an appropriate early years qualification. The nursery receives funding to provide free early education for children aged nine months to four years.

Information about this inspection

Inspectors

Natalie Moir
Sherrie Nyss

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the nursery.
- The manager and inspectors completed a learning walk together, including all areas of the nursery and discussed the early years curriculum.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspectors during the inspection.
- The inspectors observed the interactions between the staff and children.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors sampled a range of key documentation on request.
- Parents and carers shared their views of the nursery with one of the inspectors.

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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