

Young Sussex Nursery (Dyke Road)

193 Dyke Road, Hove, East Sussex, BN3 1TL

Inspection date	21/10/2014
Previous inspection date	26/11/2013

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff implement precise and focussed assessment and planning systems. This means children are extremely well supported in making very good progress in their development.
- Staff are highly skilled at interacting with children. Teaching is of a consistently high quality in all areas of learning. This means that children's learning is fully supported.
- Extremely well established partnerships with parents and external agencies mean that the needs of children with special educational needs and/or disabilities are particularly well met. Therefore children are making extremely good progress and are successful in closing identified gaps in their learning rapidly.
- Staff use exceptionally effective behaviour strategies to promote highly positive behaviour, which helps children to develop high levels of self-control and confidence.
- Management is highly successful in identifying the strengths and weaknesses of the provision. Managers use an extremely wide range of resources to continually evaluate and drive improvement. This means that the outcomes for children continually improve.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children and staff's interaction in all areas of the nursery, including the outside area, the coach house and Forest School.
- The inspector spoke to children, staff and parents/carers during the inspection.
- The inspector discussed leadership and management with the management team and carried out a joint observation with the manager.
- The inspector sampled a range of documentation, including safeguarding, evidence of staff's suitability and the accident and medication records.

Inspector

Jacqueline Walter

Full report

Information about the setting

Young Sussex Nursery (Dyke Road) registered in 1995. It is one of three privately owned nurseries run by the same provider. It is situated in a large converted house in the Seven Dials area of Brighton, in East Sussex. It is open Monday to Friday, all year round, from 7am to 7pm. It is closed on bank holidays and for a week between Christmas and New year. All children have access to a number of outdoor play areas.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 111 children on roll in the early years age range. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. The setting supports children with special educational needs and/or disabilities.

The setting employs 23 members of staff. Of these, 20, including the manager, hold appropriate early years qualifications from levels 2 to 4. There are three members of staff working towards a qualification. In addition to the regular staff, two staff with Early Years Professional Status who work for the Young Sussex organisation are present regularly in the nursery.

What the setting needs to do to improve further

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

- enhance opportunities for the older children to develop more independence at mealtimes.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making outstanding progress towards the early learning goals of the Early Years Foundation Stage. This helps them to prepare exceptionally well for school and the future. Children are highly active learners; they confidently explore, investigate and solve problems. Babies crawl confidently into other rooms and thoroughly enjoy using their senses to explore flour and rice. Children show very high levels of motivation, sharing imaginative ideas and playing cooperatively during role play. Babies enthusiastically join in with shaking musical instruments and singing times to express themselves. Older children are very familiar with routines, such as lining up when they need to go into other rooms or areas, preparing them effectively for school. Older children enthusiastically engage in tidying-up time and when prompted by staff they confidently discuss rules. For example, they know that only the designated special helper should be sitting on a particular chair.

All children have excellent support for their language development. Staff are highly skilled at interacting with children. With babies, they interpret the sounds they make and repeat the meaning back to them. This helps young children to associate words with actions and develops their communication skills. With toddlers, the staff listen carefully to what children say and repeat or help them to extend their sentences. This consolidates the children's growing vocabulary. Staff also use innovative activities. For example, they describe children's appearance and using the phonic sounds of their names when they choose children for tasks. This gives the older children enjoyable opportunities to focus and develop their listening skills. Children delight in practising an extensive range of physical skills during a variety of activities and they learn how to test their capabilities through safe risk-taking play. They thoroughly enjoy negotiating an obstacle course where they learn to coordinate their movements by balancing along wooden planks, jumping on to stepping stones and practising the spinning of hoops around their stomachs. Younger children also thoroughly enjoy practising skills, such as counting, pouring cupfuls of water into flour and then stirring the mixture as they help to make their play dough. Activities such as these effectively help to develop extremely good skills in numeracy and physical development.

Staff plan carefully focussed activities, observing the children systematically and precisely resulting in children thriving in all areas of learning. They rigorously identify children's starting points for learning and complete regular observations and detailed summaries of development, including the progress checks for two-year-old children. Their observations very clearly show what children know and can do. This in turn, successfully helps them to identify the children's next steps in learning. Staff effectively and clearly use this information to plan exceptionally well to meet the children's individual learning needs and interests. They use strategies such as placing children's initials next to the written plan of activities. This ensures that all the staff are fully aware of all the children's individual learning needs. Staff regularly and robustly monitor children's progress by linking their observations to the children's age and stage of development. Staff make excellent use of overview sheets to further identify when children are securely in a development stage and effectively identify any gaps in their learning. The staff's use of these comprehensive systems for observation, assessment and planning results in exceptionally good outcomes for all children who attend the nursery.

Partnerships with parents are highly valued and extremely strong. There are effective and very successful systems in place to encourage parents to take an active role in supporting their children's development both at home and in the nursery. For example, parents successfully complete a Link Book which incorporates contributions from both the children and themselves on what is happening at home. In addition to this, staff regularly send a theme leaflet to parents with ideas of activities they can do with their child at home. The nursery also regularly makes superb use of their website to advise parents on how they can get even more involved in their children's learning. This results in a highly cohesive approach to supporting the children's learning and development.

The contribution of the early years provision to the well-being of children

There is a very well established and very effective key-person system in place. This provides extremely successful continuity and consistency of care for the children. As a result children form very secure emotional attachments with their key persons, and other staff in the nursery. Babies particularly benefit from the very attentive care that staff provide to meet their needs. The staff implement very effective strategies to help them to settle new children in to the nursery. They encourage parents to fully participate in settling-in visits and gather detailed information about the children's interests and routines at home. This enables staff to have a very good understanding of children's individual needs or routines, and to continually meet them. For example, young children are able to use their comfort toys within the nursery, which in turn helps to make them feel very safe and secure. The older children are particularly confident in social situations; they independently introduce themselves to visitors and ask numerous questions to satisfy their curiosity.

Space is organised extremely well in all areas of the nursery. The learning environment is extremely well resourced. It has a wide range of easily accessible, quality resources both inside and outside. It also provides a high level of freedom and independence. For example, young and older children have a range of rooms, giving them excellent opportunities to explore and direct their own play. As a result, babies in particular can explore and have time and space to be fascinated by high quality resources, such as a low-level technical board that consist of handles that move in a variety of ways.

All children have access to healthy, well-balanced meals and fresh drinking water is readily available. For example, children have their own bottles or beakers of water which are regularly replenished and placed where they can easily access them. There is a very good emphasis on healthy lifestyles. Children are extremely active and are developing a very good understanding of keeping themselves safe through engaging in regular routines that actively promote their safety. As a result, older children know that by holding on to the banister as they move on the stairs, and coming up one at a time, they will not fall. The staff know the babies exceedingly well and meet their individual needs effectively regarding their feeding and sleeping routines. Older children are developing a very good understanding about healthy eating through participating in activities such as visiting local shops to learn about cultural food. Children are also able to try new foods. Staff talk to children about the benefits of having healthy food while sitting next to them during their lunchtime. In addition to this, children can choose what they want to eat from a healthy selection at meal times. Older children are able to further develop their physical skills as they practise using utensils such as knives and forks. On occasions, staff do not always make child-sized equipment readily available. This hinders the older children being able to easily serve their own food to gain more independence.

Children's behaviour is exemplary. They show mature skills in identifying and expressing their feelings. They have an excellent understanding of what is expected of them, and are assertive about what their needs are. For example, when sitting for group story-time activities, children say 'you cannot sit there, I cannot see' when someone sits in front of them. Some older children relish opportunities to take responsibility for tasks such as tidying up so they can enjoy a story. They show a genuine interest in the tidying up, as well as showing pride when they have done a good job.

Staff demonstrate they work extremely effectively with other settings that children attend, and with the local feeder schools. Children are prepared very well for their transition within the nursery, and to reception class. The manager establishes strong links as she visits schools and takes photographs of the school environment and staff. The staff then share these with the children so they become more familiar with how the school looks in readiness for their move. Parents are fully involved in helping to settle their child securely when they transfer to other rooms within the nursery. The staff introduce them to their child's new key person and encourage the parents to enjoy a taster session with the children in their new rooms. Strategies such as these help to ease any fears children and parents may have and contributes to the very successful partnerships in place.

The effectiveness of the leadership and management of the early years provision

Leadership and management have an outstanding understanding of their roles and responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage, including overseeing the educational programmes. A very strong management team leads the nursery and demonstrates passionately that they have an extremely strong drive to improve outcomes for children. They use an extremely wide range of resources to critically evaluate, reflect and improve on their practice. For example monitoring staff performance through staff observations, as well as inviting parents to share their thoughts and views through questionnaires. The management team also regularly uses Well-Being and Involvement Scale assessments. This has resulted in staff adapting environments to further improve outcomes for children. For example, resources such as cars and trains have been introduced into writing areas and a soft playroom has been provided. Initiatives such as these very clearly benefit children's development in both literacy and physical skills. The management team is keen to further develop younger children learning by providing a sensory area where staff can further support children in using their senses to explore and develop understanding.

The management team has fully addressed actions and recommendations made at their last inspection. For example, they have revised the written policy on safeguarding children, making it clearer when staff have to notify the local authority designated officer for safeguarding. In addition to this, staff have revisited safeguarding training. Such improvements help the staff to robustly fulfil their responsibilities towards the children in their care. The management team has also successfully enhanced how the staff extend children's critical-thinking skills. They have provided group and individual in-service training for staff and monitor the staff's practice in this as part of the supervision process.

The management team has an excellent understanding of their responsibilities in meeting the safeguarding and welfare requirements. Recruitment, vetting and induction procedures are extremely robust. All new staff receive a very detailed induction. They are also given time during the first week to complete online training, such as safeguarding and food hygiene as well as read all the policies and procedures. This gives them the opportunity to consolidate their understanding of the nursery's policies and procedures. As a result, they are fully aware of their roles and responsibilities in comprehensively meeting the children's

individual needs. All staff keep the children very safe within the nursery, taking all positive steps to minimise risks and ensure their safety. Staff are fully aware of their responsibilities in safeguarding children's welfare and are confident in knowing the referral procedures to follow to help protect a child's well-being.

The management team carries out regular observations of staff, closely monitoring their strengths and identifying any areas for enhancing their practice. Management is skilled at assessing how staff interact and communicate with children to support their learning. Regular supervisions and appraisals successfully identify areas for professional development. Management is supportive in facilitating and supporting the staff in their practice and development. For example, they welcome assessors into the nursery to discuss the staff's progress. Staff also have time away from being with children to ensure they maintain observation records up to date. This helps the staff to effectively support the children's developmental needs and progress.

The nursery has very effective systems in place to share information with parents. For example, displays around the nursery give parents examples of how they can effectively support their children's learning through the use of Link Books. In addition to this, there are information and displays boards in the nursery that detail what the children are learning. Staff also share information on children's development through daily conversations and regular parents' evenings.

Parents comment that they are extremely happy with the service provided. They feel the strength of the nursery is the partnerships with parents, which allow their children to settle quickly and feel happy and secure. The nursery staff work closely with external agencies to promote inclusion comprehensively throughout all aspects of their practice. As a result, children with special educational needs and/or disabilities receive exceptionally good support. This in turn helps to rapidly close any identified gaps in the children's learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	130732
Local authority	Brighton & Hove
Inspection number	962638
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	90
Number of children on roll	111
Name of provider	Ingrid Boyd
Date of previous inspection	26/11/2013
Telephone number	01273 736 948

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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