

# Inspection of Young Sussex Nursery (Shoreham)

Young Sussex Nursery, 302 Upper Shoreham Road, Shoreham-By-Sea, Sussex  
BN43 6BA

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Inspection date: 10 March 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

All children, including those with special educational needs and/or disabilities (SEND), are highly engaged and motivated to explore this inspiring nursery. They have superb opportunities to play and learn in the carefully designed spaces. Children are impressively self-sufficient and keen to try things for themselves. Learning experiences are continually evolving, as children experiment and fully use their imagination. Children show great confidence as they proudly talk about their activity and achievements. For example, when children persevere and master a challenging ribbon threading activity, they ask children and adults around the room to watch them do it again. Praise for their success supports their exceptional self-esteem.

Babies are highly curious and use all their senses as they play. They are extremely well settled and show secure attachment as they enjoy cuddles from staff. Babies benefit from the calm and gentle approach to all aspects of their care.

Children are exceptionally well behaved. They help each other to find the resources they need. They expertly use the sand timer to time their turns on the tricycles and show care and attention to babies in the garden. Children show high levels of tolerance and patience with others as they play, following the excellent role modelling of staff.

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

- Staff prioritise children's communication and language development. They respond swiftly to non-verbal clues of babies. Staff enthusiastically use stories, songs and rhymes throughout the day to capture children's interest. Children learn and confidently use new vocabulary. They quickly become skilful communicators.
- The nursery provides an exceptional range of new learning experiences. For example, children join in enthusiastically with songs and challenging listening games with a visiting music teacher; they learn football skills, and plant trees with the staff in the park. Older children gain an understanding of life skills as they go to the shops and enjoy cooking. Children thoroughly enjoy play with real things in role play. They make 'tea' with teabags, kettles and teapots. Children carefully carry china cups to their friends.
- Staff promote children's good physical health extremely well. They recognise the importance of physical play and focus on building babies' core strength, ready for future learning. Older children are all encouraged to drink water before group time and understand the word 'hydrated'. Children expertly use tongs to self-select from an exceptional range of healthy food choices for breakfast.
- Staff listen carefully to children and value their opinions. Children are superbly

engaged in making decisions about their day. Staff use strong interactions at group times to encourage positive attitudes to learning, such as good social skills, listening and high levels of concentration. For example, each day children choose the tasks they wish to do as special helpers. Children are extremely well prepared for the next stage of learning and their eventual move to school.

- Managers and staff build impressive, effective relationships with parents. For example, staff send home learning packs based on individual children's needs, such as games to support cooperation or clearer speech sounds. Videos of nursery activities help parents to understand children's learning and follow up at home. These strong partnerships keep parents fully involved in their children's learning and help to raise children's outcomes to the highest levels.
- The inspirational managers focus strongly on enabling every staff member to fully develop their skills. They set achievable targets for staff improvement that are regularly reviewed. Managers encourage staff to take responsibility for their own learning through regular observations of other staff. They allow time for shared research of training information. Skilful teaching ensures exceptional outcomes for children.
- Managers and staff work together as an extremely strong, enthusiastic team. They swap ideas, and their placement around the rooms, to give the highest level of support for each child's learning. Staff continually reflect together on their practice, making immediate and longer-term changes to the environment, which greatly enhance the learning experiences for children. For example, plastic toys have been replaced by a wide range of open-ended, natural materials that invite, and challenge children's thinking. This helps children to develop their creativity and imagination to a high degree.
- Managers use carefully planned systems to support staff well-being. For example, staff are encouraged to share consistent positive feedback about each other to raise self-esteem. Staff commend managers for their continuous support and understanding of their needs, particularly during COVID-19 difficulties.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff treat children's well-being as a priority. Managers follow extremely strong systems to ensure staff understand how to safeguard children in the nursery. Staff research safeguarding topics to share with the team. They know what to do if they have any concern about a child's welfare. Managers and staff discuss the support children and families may need, so that all staff can give the same continuity of care. Staff understand whistle-blowing procedures and would act quickly in response to an allegation against a member of staff. Staff risk assess all aspects of their work to help to ensure children play and learn safely.

## Setting details

<b>Unique reference number</b>	2545707
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10215546
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Young Sussex Ltd
<b>Registered person unique reference number</b>	2545704
<b>Telephone number</b>	01273 440777
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Young Sussex Nursery (Shoreham) registered in 2019 and operates in Shoreham, West Sussex. The nursery is one of three nurseries owned by the same provider. It is open each weekday from 7.45am to 6pm, all year round. The nursery has 17 staff, 15 of whom hold an early years qualification at level 2 or above. The nursery receives government funding for free early years education for three- and four-year-old children.

## Information about this inspection

### Inspector

Sue Suleyman

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager and inspector completed a learning walk together and discussed the early years curriculum and what children need to learn.
- The inspector carried out a joint observation of a group activity with the early years teacher.
- Staff, children and some parents spoke to the inspector during the inspection and their views were taken into account.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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