

# Young Sussex Nursery (Portland Road)

Inspection report for early years provision

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**Inspection date** 21/09/2011  
**Inspector** Mary Chambers

**Setting address** 165 Portland Road, Hove, East Sussex, BN3 5QJ

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Young Sussex Nursery (Portland Road ) is one of a group of privately owned nurseries. It opened in 1992 and operates from a former infant school in Hove, East Sussex. A maximum of 88 children may attend the nursery at any one time. The nursery is open from 8am to 6pm each week day, all year round, except bank holidays. Children attend for a variety of sessions. All children share access to a secure, enclosed outdoor play area. There are currently 122 children aged from birth to under five years on roll. Children aged three and four years are funded for free early education. The nursery employs 23 staff and 21, including the manager, hold appropriate early years qualifications. One trainee is working towards a qualification. The nursery employs a qualified teacher and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

This is an outstanding nursery in which children thrive within the nurturing and generally very well resourced environment. The management and experienced staff team work effectively together to enhance the provision for all children. All policies and procedures are well maintained, regularly reviewed and their implementation monitored closely to promote the children's safety and well-being. A most effective key person system is implemented so that inclusive practice is fostered. Extremely positive partnerships with parents and other agencies effectively enhance the quality of the care and education that the children receive. The staff demonstrate an exceedingly strong commitment to on-going reflective evaluation and improvement to continue to cater for the needs of all children.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- enhance the provision of good quality programmable toys and computers to support the children's learning about information technology.

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

Children's well-being is paramount. All staff are notably committed to protecting children's welfare, undertaking regular training to do so. Highly efficient procedures for employing staff ensure that the children are extremely well safeguarded. The premises are secure with key-code entry systems and vision panels on all doors. All required risk assessments are in place and regularly

reviewed by the manager, so that the children play in safe environments. The manager's vision and leadership have brought about several useful changes to the nursery over the past two years. This includes developing the exceptionally well organised and attractive resources, which enhance the children's learning. A very positive climate of team work exists as the management involves all staff in reflective review and evaluation, which ensures there is no complacency. The available resources are extremely well used to support the children's development. The environment is enriched by high quality displays of the children's achievements and ideas. Children benefit from an attractive and well planned garden which is organised to include all six areas of learning. It provides a wealth of opportunities to extend their learning. A vegetable garden enhances their understanding of where food comes from.

The nursery has highly positive relationships with all groups of parents and carers. Parents' views are regularly sought on key matters and used in the nursery's very effective self-evaluation process. As a result of this, communication to parents has been developed still further to include regular parents' evenings. Bi-monthly newsletters are sent to parents, which include children's views of the nursery. Parents speak highly of the nursery with comments such as 'I can't sing their praises highly enough'. 'The staff are so caring and nurturing. I am really delighted with how my child has settled and how well he is getting on'

The nursery is highly committed to working in partnership with others. Regular contact is made with support agencies. The nursery enjoys a very good working relationship with the local school which ensures a smooth transfer into its reception class. There are well established channels of communication between all partners involved with individual children, which successfully promotes their individual welfare and development needs. Adults actively promote equality and diversity. They have a very good knowledge of each child's background and needs. Staff make the most of diversity to help children understand the world in which we live. Chinese New Year, and other festivals are celebrated in the nursery. The children are encouraged to share the traditions and ceremonies of other cultures.

## **The quality and standards of the early years provision and outcomes for children**

The children are happy and confident within this safe well planned environment. They show a very clear understanding of ways to keep themselves safe. For example, they move on and off climbing apparatus safely. They happily ask for help with toileting when necessary. The younger babies and toddlers clearly feel safe as they are happily engaged and have developed very secure relationships with adults.

Learning how to stay healthy is encouraged from an early age. Children make quick progress in following excellent hygiene routines. Very young children go happily to the sink to wash independently when they have been involved in a messy activity. Toddlers are encouraged to feed themselves at mealtimes. They respond with smiles to the praise for their attempts, showing how their confidence is boosted.

At snack time the children enjoy a healthy snack of fruit or vegetables; they may also choose brown bread with cheese or honey and they are offered milk or water

to drink. This is a happy sociable time where groups of them sit down together. The older children's understanding of healthy eating is promoted still further through the use of the nursery's vegetable garden. Children help to plant seeds, watch the crops grow, then assist with picking the vegetables. These are then used with the children in cooking activities, which helps the nursery's commitment to sustainability.

Babies and toddlers make rapid progress in their bright nurturing environment. Babies explore confidently, delighting in their achievements as they explore the different sounds that objects will make. In the toddler room, children are fascinated by the movement of materials and different textures as they engage in planned "messy play" with custard.

The children enjoy a variety of interesting activities. They particularly enjoy cooking and show that they are very used to using all their senses during activities. As they grate fruit and vegetables they comment, 'it's getting smaller', 'it's going like bread crumbs', 'it smells like a juicy apple'.

The older children show great interest in their environment as they watch a squirrel eating the seeds from sunflower heads in their garden. The skilful staff promote the children's understanding and use of language through effective questioning.

Staff model respectful, caring attitudes and suitable behaviour extremely well.

Nursery 'rules' are simple, appropriate to this age group and reinforced with photos. Children are encouraged to use good manners at meal times.

Consideration of others' feelings is promoted from a very young age. As a result a toddler hugs another child who has been momentarily upset and then finds his comforter for him. Within this rich and stimulating environment the children are generally making excellent progress as they develop useful skills for their future lives. Children's literacy skills are extremely good. They enjoy sharing books together either with each other or with adults. They talk confidently about their experiences. However a lack of well-maintained computer equipment or programmable toys means this area of learning is not always fully extended. Problem solving skills are very well developed as children are encouraged to explore ideas and find answers to problems that present themselves through their play. They are confident to seek help from each other as and when this is needed.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met