

# Brightsaurus Nursery

54 New Church Road, Hove BN3 4FL



<b>Inspection date</b>	22 October 2018
Previous inspection date	19 July 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Good</b>	<b>2</b>
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- The leadership team is passionate about their ongoing development. They have robust systems of evaluation in place which they use to continually develop their setting. The manager is committed to taking account of the views of staff, parents and children to identify the areas of development.
- Children are offered exciting opportunities to explore music and instruments. For instance, they enjoy listening to staff play their favourite songs on the violin as they clap the beat and sing familiar words.
- Staff take the time to get to know the children in their care very well. They have developed a supportive system to settle children into the nursery. Children develop close relationships with their key person. This contributes to children feeling safe and secure.
- Parent partnerships are strong. All children and families are welcomed, respected and valued. Parents talk highly about the staff's attention to detail and their effective communication. They praise the good progress that their children make in their communication and social skills.
- Children make good progress from their starting points, including those who have special educational needs and/or disabilities.

### It is not yet outstanding because:

- Staff do not consistently support quieter children to help them build confidence and come up with their own ideas.
- At times, staff miss opportunities to build on younger children's interests and curiosity during activities to help them express their ideas and extend their thinking skills further.
- The manager's systems for monitoring the progress of different groups of children are not embedded enough to sharply focus on all groups who may need further support or challenge.

## What the setting needs to do to improve further

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

- work with quieter children more effectively to help build their confidence more
- create more opportunities to encourage younger children to explore their interests and express their own ideas
- strengthen the arrangements for reviewing the progress made by different groups of children to identify all groups who may need further support or challenge.

### Inspection activities

- The inspector observed the quality of teaching and the impact that this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector spoke with parents and took account of their views.
- The inspector met with the manager to look at a range of documentation, including policies, staff records, self-evaluation, recruitment and training and safeguarding procedures.

### Inspector

Nicola Edwards

## Inspection findings

### Effectiveness of leadership and management is good

The manager is a strong role model and ensures that all staff have a thorough understanding of their roles and responsibilities. She has high expectations of all staff. The staff team works together very well. The manager uses individual's strengths to create a dynamic team that effectively motivates children to learn. Safeguarding is effective. All staff talk confidently about their roles and responsibilities, and know how to report a concern that a child may be at risk of abuse. The management team has rigorous recruitment, mentoring, supervision and appraisal processes in place to support and aid the ongoing suitability of staff. Staff are offered a wide range of opportunities to gain new qualifications and to develop their professional knowledge. For instance, since the last inspection, staff have attended training to further develop their language and communication skills with children. All staff talk passionately about how this has helped them to reflect on their teaching of new vocabulary and supporting children's ongoing speech development.

### Quality of teaching, learning and assessment is good

The well-resourced and safe environment inspires children to play, learn and develop. Staff have high expectations of all children. They keep detailed records of children's learning and development which parents are encouraged to contribute to. They use their observations and assessments to plan appropriate next steps for each child's individual needs. Staff plan exciting opportunities for children to develop their understanding of mathematical concepts. For instance, older children enjoy mixing coloured dyes to make colours in water before exploring items which sink and float. Children listen carefully and make predictions before placing their items in the water tanks to watch what happens next. All children enjoy opportunities to explore natural resources and use their senses. For example, young children concentrate for sustained periods as they use spoons to fill plant pots with soil. Older children enjoy cooking in their mud kitchen in the garden.

### Personal development, behaviour and welfare are good

Children's behaviour is very good, they listen well and communicate kindly with one another. Staff are positive role models, who teach children about acceptable behaviour. Children display good social skills. They share, take turns and play happily together in groups. Staff encourage children to develop their skills of independence. For example, they persevere well as they pick up chosen fruits using tongs at snack time and pour their own drinks. Staff encourage children to learn about being healthy. For instance, all children are offered daily opportunities to enjoy the fresh air, climb and navigate space. Staff discuss the importance of eating to have enough energy to move and have fun.

### Outcomes for children are good

Children are well prepared for the next stages of their learning and the transitions to school. Younger children are skilfully supported to develop early communication skills, for instance, by supporting songs and group time with signs and flash cards. Older children learn to recognise their names, for example, they self-register at snack times. They develop strong hand control and confidently draw and write with their preferred hand.

## Setting details

<b>Unique reference number</b>	EY494567
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10076564
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	85
<b>Number of children on roll</b>	108
<b>Name of registered person</b>	Tinysaurus Nurseries Ltd
<b>Registered person unique reference number</b>	RP525949
<b>Date of previous inspection</b>	19 July 2016
<b>Telephone number</b>	01273 911058

Brightsaurus Nursery registered in 2015 and is in Hove, East Sussex. The nursery is open from 8am to 6pm Monday to Friday, all year round, excluding bank holidays. The nursery is in receipt of free early education sessions for children aged two, three and four years. There are 20 staff, 15 of whom have appropriate qualifications. All other staff are in training.

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