

# SuperSaurus Nursery

46 Cromwell Road, Hove, East Sussex. BN3 3ER



<b>Inspection date</b>	17 August 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the 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

### This provision is good

- The leadership team is very committed to delivering high quality provision. Senior staff routinely act on the findings from new research and educational policy to make improvements.
- Children thoroughly enjoy their day at nursery. They benefit from close relationships with the staff, who engage in play with them and respond positively to their different ideas.
- Good attention is given towards keeping children safe. Staff are vigilant in checking for hazards. A high number of staff mean that children are fully supervised at all times.
- Children make good progress in their learning and development. Funding is used well to help those children who need extra support. As a result, from their individual starting points, children develop a good range of skills to help them be ready for starting school.
- The uniqueness of every child and family is fully respected. Children and staff reflect many different nationalities and cultures. The nursery's ethos on supporting inclusion and celebrating diversity is clearly demonstrated.

### It is not yet outstanding because:

- Although highly qualified and experienced staff deliver outstanding teaching, this practice is not reflected in some of the staff who are still training, or those who are less experienced.
- Assessment information is not yet fully used to track the progress of different groups of children and to see how quickly any gaps in learning close.

## What the setting needs to do to improve further

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

- improve the procedures for monitoring staff practice to make teaching consistently outstanding
- make better use of assessment information to show more clearly how any gaps in children's learning close.

### Inspection activities

- The inspector observed the quality of teaching and the support for children's learning, both inside and outside.
- The inspector talked to staff and apprentices at appropriate times during the day about their role in teaching children, keeping them safe and monitoring the progress they make in their learning and development.
- The inspector talked to parents and carers who were dropping off and collecting their children at lunchtime and took account of their feedback.
- The inspector carried out a joint observation with the nursery manager to evaluate how well senior staff monitor the quality of teaching.
- The inspector sampled a range of documentation including confirmation that staff have been deemed suitable to work with children, staffing rotas, records of training and children's learning profiles.

### Inspector

Jo Caswell, Her Majesty's Inspector

## Inspection findings

### Effectiveness of the leadership and management is good

Strong leadership and management means senior staff regularly monitor the quality of provision and support staff to make improvements. Team meetings, one-to-one sessions and professional development opportunities mean staff continually reflect on their practice and keep their knowledge and skills updated. Partnerships with parents, schools and other agencies are good. Staff work closely with parents to fully involve them in their children's learning. Detailed information about the progress children make is routinely shared. Safeguarding is effective. Staff undertake relevant training and are clear about their duty to keep children safe. Stringent security measures are in place within the nursery to prevent unauthorised visitors from gaining access.

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

Teaching is at least good across the nursery. Early years teachers use their in-depth knowledge of how children learn to plan interesting, stimulating activities which cater for children's different abilities. Babies develop interest and curiosity as they actively explore baskets of natural materials. Staff support this learning well and help develop babies' early communication skills. Throughout the nursery, staff use signing to help babies and young children communicate. This also works effectively for children who are learning English as an additional language. Effective partnerships with relevant agencies mean specialist teaching support is provided for children who require extra help. This targeted approach means that every child can take part in activities and make good progress.

### Personal development, behaviour and welfare are good

Children play and work together happily; their behaviour is good. They develop good levels of independence during the nursery routine. Older children serve themselves at snack and lunch time and manage this well. Staff are very attentive towards children's emotional needs. They make sure children are ready to change rooms within the nursery by offering plenty of settling-in visits. The well-resourced garden means that children benefit from fresh air and many opportunities to participate in physical play. For example, on the day of inspection, children enjoyed activities based around an Olympics theme. An interesting range of home-cooked meals, reflecting the international cultures of the children and staff, means children thoroughly enjoy mealtimes and they develop positive attitudes towards healthy eating.

### Outcomes for children are good

Good quality teaching means children develop a secure foundation for future learning. Older children develop the confidence to ask questions; they listen well and engage in lengthy discussion. All children are highly motivated and show real fascination in finding out new things and investigating how things work. Boys make particularly good progress in their learning. Staff monitor what boys like to do and change activities as a result. For example, a greater number of non-fiction books available in the nursery have increased boys' interests in literacy.

## Setting details

<b>Unique reference number</b>	EY494565
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	1051912
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	122
<b>Number of children on roll</b>	180
<b>Name of registered person</b>	Tinysaurus Nurseries Ltd
<b>Registered person unique reference number</b>	RP525949
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01273 730017

SuperSaurus re-registered with Ofsted in 2015 due to a change in company status, although it has been established since 2010. It is one of five nurseries registered to the same owner. The nursery is located in Hove, East Sussex. It is open from 8am to 6pm, Monday to Friday, for 52 weeks of the year, excluding bank holidays. Funding is accepted for the provision of free early years education for children aged two, three and four years. A team of 32 staff work with the children; of these, 17 hold suitable qualifications for their role. In total, seven staff hold Early Years Teacher status.

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