

My First Word...Grows Up Portslade



South Portslade Community Centre, Church Road, Portslade, East Sussex
BN41 1LB

Inspection date	13 August 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children are happy and settled in this welcoming, friendly nursery. They develop strong relationships with staff and each other.
- Staff plan and provide a good variety of interesting activities and experiences that children enjoy. Children are keen to take part and motivated to learn. They make good progress in their development from their starting points.
- Staff keep parents well informed about children's progress and effectively involve them in their child's learning. For instance, they provide weekly emails that include activity plans, as well as regular progress updates with suggestions for activities parents can continue at home.
- The manager and staff team show a commitment to development and improvement. They make changes that have a positive impact on children's experiences. For instance, staff have developed their practice with younger children following a course, created an inviting under two's play area and improved their planning for this age group.

It is not yet outstanding because:

- The arrangements for monitoring individual staff performance and evaluating their practice are not highly rigorous and incisive, to help continually raise the quality of the provision.
- At times, staff are too quick to offer suggestions during activities and do not give children enough time to think things through and test out their own ideas.

What the setting needs to do to improve further

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

- strengthen the support, coaching and guidance for staff to identify more precise individual areas for staff development, to help raise the quality of practice further
- develop staff skills in encouraging children to think things through and try out their own ideas in activities to further extend their learning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to the provider, staff, children and the provider's landlord at appropriate times during the inspection.
- The inspector looked around the areas of the building used by the nursery and sampled relevant documentation including risk assessments, evidence of staff suitability, staff registers and children's records.
- The inspector completed two joint observations with the provider.
- The inspector spoke to some parents and took account of their views.

Inspector

Rebecca Khabbazi

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Appropriate checks are in place for all staff to ensure they are suitable, including any bank staff and apprentices. Staff have a good understanding of how to recognise and report any child protection concerns. They promptly identify any hazards in their daily risk assessments and take appropriate steps to protect children. For instance, they raise any maintenance issues with their landlord swiftly and the manager has ensured damaged safety glass has been checked by a glazier. The manager monitors the provision closely. For instance, she meets with staff regularly for supervision and checks they keep children's records up to date. She reviews children's progress and uses this information well to help her evaluate the effectiveness of the provision.

Quality of teaching, learning and assessment is good

Staff observe children and get to know them well. They quickly identify areas where they are doing well and where they may need more support. They work well with other professionals where needed and make sure appropriate support plans are in place for children with special educational needs or disabilities. Staff adapt activities effectively to include all children. For instance, they use visual aids and sign language during group sessions to successfully engage younger children and those who speak English as an additional language. They skilfully support children's communication and language development, for example, they repeat new words for younger children and encourage older children to join in conversations. Children particularly enjoy activities based around their interests, such as designing a robot or hunting for bugs outside.

Personal development, behaviour and welfare are good

Staff are good role models and offer children calm guidance and praise. Children behave well. They learn to value each other's similarities and differences. For instance they learn to say hello in their friends' home languages and choose which language to use as a 'circle time' greeting. Staff supervise children closely. They ensure safety precautions are in place, such as a barrier to restrict children's access to hazards. Staff describe appropriate arrangements for collecting older children from school and for outings, and suitable risk assessments are in place. They teach children useful skills and knowledge to help them learn to keep themselves safe. For instance, older children are excited to point out dangers to their friends during a walk in the garden and younger children learn to climb down the stairs carefully on their own.

Outcomes for children are good

Children grow in independence. They confidently help themselves to resources and choose activities. Older children enjoy taking responsibility for tasks, such as pouring water for their younger friends. They develop strong social skills and get along together well, sharing equipment and taking turns. Children become confident communicators and older children are eager to express their views. They show an interest in books and listen attentively to stories. They count as they play and join in number rhymes. Young children enjoy practising their physical skills, digging in the sand or painting with big brushes. Children are well-prepared for their future learning and for starting school.

Setting details

Unique reference number	EY554664
Local authority	Brighton and Hove
Inspection number	10067105
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 8
Total number of places	40
Number of children on roll	30
Name of registered person	My First Word Grows Up Ltd
Registered person unique reference number	RP554663
Date of previous inspection	Not applicable
Telephone number	07789812020

My First Word Grows Up Portslade opened in 2018. It operates from a community centre in Portslade, East Sussex. The setting opens from 7.30am to 6pm, Monday to Friday, all year round. The provider receives funding to provide free early education for children aged three and four years. There are four staff; of these, one holds a relevant qualification at level 5 and three hold level 3 qualifications.

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