

# Early Years Childcare (Harrington Rd)

Inspection report for early years provision

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**Unique reference number** 130683  
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**Inspector** Chris Mackinnon

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

## 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.

## Description of the setting

Early Years Childcare (Harrington Road) is one of 10 privately owned nurseries and is located in a large house in the Preston Road area of Brighton and Hove. The setting is easily accessible and childcare takes place on three floors, with an outdoor play area also available. The setting is open each weekday from 08:00 to 18:00 all year. A maximum of 71 children within the early years age range may attend, and the setting currently has 125 children on roll. The setting also receives funding for free nursery education. There is a staff team of 26, with most all qualified to level three or above, and seven staff members who are currently training.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. The setting provides highly organised welfare and learning for children, and staff fully recognise the importance of promoting individual children's interests. Children enjoy an excellent and varied range of activities, and all their care and development needs are effectively supported, within a well organised and highly motivating play environment. The staff establish close partnerships with parents and other carers, and a highly effective key person system is in place, that supports inclusive practice. The planning and presentation of the setting's early learning programme is excellent and highly organised, with children's next learning steps successfully assessed and promoted. The setting has a well qualified and highly confident staff team who are committed to continual improvement, and maintaining a high standard of childcare.

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

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

- continue to widen the range of learning opportunities in the outdoor play area

## The leadership and management of the early years provision

The setting's leadership and management is consistently well organised by a confident and well structured staff team. The setting is also one of a group of childcare provisions owned by the Early Years group, and staff are also well supported by the organisation's higher level management. The setting has successfully adopted the Early Years Foundation Stage (EYFS) framework, which enables staff to focus closely on how individual children's learning development is provided. The setting is organised with three specific age groups, and staff are effectively managed within these areas, to ensure children's learning and welfare needs are consistently supported. An outstanding feature of the setting is its

provision of a highly organised and well planned learning and development programme. Another significant and outstanding feature, is the successful provision of a highly stimulating and productive play and learning environment, for all the ages of children attending. Staff are also well trained and experienced, with appropriate childcare qualifications and several staff are eligible for professional status. The Early Years organisation, who own the setting, also carry out frequent visits to quality assess and support the on-site management team. The setting's organisation of key person working, is also a significant feature in the quality of the setting's leadership and management. This gives the staff an excellent capability to focus on individual children's needs and make sound links with parents. To widen the scope of key person working and ensure continuity of contact with children and parents, each key-person is also supported by a linked worker, who shares the care and assessment of individual children.

The setting has a recognisable strength in its use of self-evaluation. The management and staff work closely to review the planned activities and maintain a challenging and supportive learning environment. The management team have also successfully produced a clear and detailed written self-evaluation document that examines all aspects of the provision, and includes areas for development. Through regular staff meetings and consistent use of recording and assessment, staff are able to ensure the EYFS themes and principles are all effectively followed and implemented. This demonstrates staff confidence and their clear commitment to continuous improvement. The staff's ability to work in partnership with parents and other carers is also well considered and given strong priority within the setting. Staff have a clear understanding of their roles in overseeing individual children's progress and making sure that parents and carers are included and involved. A clear benefit for children and parents is the high quality of the information provided on each children's progress and development. Parents are also encouraged to share information from home to support their children's interests and learning advancement.

The setting's approach to safeguarding is well developed and highly consistent. All the play and learning areas are secure and welcoming, and the setting is safely organised to ensure children are kept from harm. New children are introduced to the setting carefully, and staff have a strong focus on ensuring children are happy and able to enjoy their play. Staff have a clear awareness of their safeguarding responsibilities, and have completed appropriate child protection training. The setting also has a range of well produced policy documents and procedures in place, to guide staff and support consistent practice.

## **The quality and standards of the early years provision**

The setting provides an outstanding programme of activities that effectively supports children's learning and development. Children access a well organised range of play and learning areas and in each section, a well structured and highly organised play and learning plan is provided. An important strength in the setting's planning is the focus and support provided for children's independent learning, which effectively follows the EYFS principles. Also, well included in the planning are opportunities for children to experience play and learning outdoors whenever

possible. Care is also taken by staff to ensure that children's individual learning progress is encouraged. For example, staff key persons use the information they have recorded on individual children, to plan specific activities that encourages children's development within the six areas of learning. The planning also takes note of how the play environment can effect learning, and much good care is taken over the preparation of resources and play materials for children. A significant strength within the setting is the way children's individual development is valued and made central to the planning. One notable and outstanding element of the setting's planned learning, is the focus on individual interests and experiences as the basis for activities. Staff work closely with the children and through talking and listening to their ideas, staff are able to introduce learning themes and topics that children enjoy and benefit from. Staff also gather information from parents on children's home events and outings, which is also used to inform the planning of activities.

Within all of the setting's play areas and across the age range, staff demonstrate much confidence and expertise with exploring the six areas of learning. For example, in the youngest children's area, staff work closely with the children to ensure their physical development and social awareness is successfully encouraged. With the mid-aged children, staff begin to explore problem solving and number based activities, and children's natural creative abilities are also successfully encouraged with mark-making and role play. Staff working with the older age group, successfully challenge and support the children's use of words and language. For example, children are regularly encouraged to speak within their group and talk about the books and stories they look at. An outstanding aspect of the setting's provision is the confidence and skill shown by staff during their many learning interactions with children. Staff demonstrate a highly developed awareness of how children can move from one learning area to another. For example, during one play session the children chose a large floor puzzle, and staff effectively extended this activity into learning about different sized animals and the parts of the world where they live.

A strong and highly organised feature of the setting's learning programme is the consistent observation and assessment of children's learning progress. All staff take care to note children's daily achievements and children's key persons, also effectively record children's development and how they are learning. For example, at frequent intervals, full written assessments are made of individual children's progress, which is then carefully linked to the six areas of learning. Staff use the written information they gather to ensure children continue, and are able to take the next steps in their learning. Much good use is made of observation to generate positive learning opportunities for children. Staff also note how children respond to the play activities provided and much good use is made of photos to record individual children's learning stages. Parents are also effectively included in their children's learning and development, and in all the play areas parents are provided with clearly organised and detailed information on their children's activities and learning topics.

The setting provides highly organised and effective support for children's welfare. Safety and security within the setting is well maintained, with staff following clear procedures to ensure children play safely and are kept from harm. A clearly

established range of safety measures are also in place and the setting has well organised and detailed risk assessments, that are regularly reviewed. As part of the Early Years chain of nurseries, the setting also has a particularly well prepared health and safety policy that informs the actions of staff, and the organisation of the children's activities. Children also effectively learn about the need for safety, particularly when using tools and during outside activities. Staff take much close care to promote children's healthy growth and development, and a notable strength within the setting is the promotion of children's healthy eating and learning about food. The setting has an on-site kitchen, and so children benefit from a wide range of good food choices and can have menus specific for their needs.

Throughout the setting, children have access to well prepared play areas, and the overall quality of the setting's learning environment is outstanding. Each play area has many visual displays to support learning, with themes that include numbers, colours and examples of the children's own artwork. Many of the learning areas for the younger children have quiet and comfy play corners and imaginative role play areas, and children also enjoy using the floor space for assembly toys, lay-outs and physical activities. One particularly strong and outstanding feature of the setting's learning environment is the use of a children's discovery room. Here, children from all parts of the setting visit for a timed session, to explore a specially selected range of resources designed to promote creative play and inventing. A suitably trained member of staff is present in the discovery room to facilitate and offer support, but the principle aim of this featured play area, is the successful support of child-led play and learning. Another significant feature of the setting, that contributes to its outstanding quality, is the use of a well prepared soft play room. Here again, children visit for timed sessions, where they can feel free to jump and romp around and be energetic and expressive. This room also offers opportunities for children to build and explore with large soft play shapes, all within a safe and well supervised location.

A strong aspect of the setting is the provision of a wide range of attractive and engaging play and learning resources. Many stimulating play items are effectively presented to support the interests and learning of all ages of children attending. For example, children in the intermediate age group particularly enjoy exploring paint and print making, with wide range of different media and materials. One outstanding example of the successful presentation of resources is the staff's ability to create their play items to meet a specific learning need, as with the production of a textured discovery box to encourage children's curiosity and tactile awareness.

Children's enjoying and achieving is successfully supported by the rich quality of the activities, and children's ability to adapt and invent with their play materials. Staff take the approach that children learn best when following their own interests. For example, the children recently developed a strong interest in cooking and food preparation, and this has led to a whole range of activities being provided throughout the range of ages, involving mixing ingredients and learning about new foods. Throughout the setting, children's individual confidence in learning is successfully promoted and encouraged. Children also develop many practical skills and use a wide range of tools and materials, that helps to support future learning.

Staff are confident in the supervision of the children and children's behaviour is consistently and carefully managed throughout the setting. Children are successfully encouraged to share and help each other, and be friendly to others. Children's personal and social development is also effectively considered in their individually planned learning, and this is especially evident during group games and activities.

Children have frequent outdoor play, and the organisation of the setting's garden play areas is outstanding. This aspect of the setting's play environment is particularly well prepared and has many exciting features to interest and engage children. An important and popular element in the outdoor area is a well built slide, climbing wall and play house. Also available in the outdoor area is a well planned nature trail, where children can learn about growing and explore mini-beasts and plant life. There is also a discovery play area in the garden, where children can explore, invent role play ideas and make up stories. Children are also able to move easily between the indoors and outdoors, with a spacious paved area providing excellent opportunities for free-flow play and the continuation of games and activities outdoors. Although judged as outstanding, the continued development of outdoor learning opportunities for children is noted as an ongoing area of improvement for the setting.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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