

# Early Years Childcare (Dyke Road Avenue)

Inspection report for early years provision

---

|                                |   |
|--------------------------------|---|
| <b>Unique reference number</b> | 130684  |
| <b>Inspection date</b>         | 11/01/2010                                      |
| <b>Inspector</b>               | Chris Mackinnon                                 |
| <br>                           |   |
| <b>Setting address</b>         | 41 Dyke Road Avenue, Hove, East Sussex, BN3 6QA |
| <br>                           |   |
| <b>Telephone number</b>        | 01273 500 151                                   |
| <b>Email</b>                   | hove@earlyyearschildcare.co.uk                  |
| <b>Type of setting</b>         | Childcare on non-domestic premises              |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## **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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Early Years Childcare (Dyke Road Avenue) operates within a large house in the Dyke Road area of Brighton and Hove. The setting is one of several childcare provisions in the South East organised by the Early Years Childcare organisation. Children have access to a range of play rooms and prepared play areas, and a large garden with an adventure area is provided for outdoor activities. The nursery is open each weekday from 8.00am to 6.00pm throughout the year. The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. A maximum of 74 children may attend, aged up to eight years, with up to 74 children in the early years age group. The setting currently has 152 children on roll, and all are in the early years age group. The setting is in receipt of funding for nursery education. The nursery supports children with special educational needs and/or disabilities and also children who speak English as an additional language. There is a staff team of 27 and most have level three childcare qualifications, or higher, with one staff member at degree level. Six staff are currently training.

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

Overall the quality of the provision is outstanding.

The setting is highly organised and successfully promotes children's development, with well trained staff providing excellent support for individual children's care and welfare. The presentation of the setting's early learning programme is exemplary and highly effective, and children make clear and consistent progress with their learning. Children's interests are fully considered and a wide range of challenging activities are provided, within a highly creative and stimulating play environment. The setting has established close links with other carers and works successfully with parents and children, to maintain inclusive childcare partnerships. Staff are highly confident in their early years teaching and reflective practice, and demonstrate a strong commitment to improvement, and maintaining high quality care and learning.

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

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

- continuing the development of diversity awareness within the planned play and learning activities

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

The setting's leadership and management is of a consistently high quality and is maintained by a particularly confident senior management team. Staff are well

trained and experienced, with many high grade childcare qualifications, and several staff eligible for professional status. The setting's organisation of internal appraisal and development of staff's individual areas of expertise, is a significant and outstanding feature in the setting's leadership and management. The setting also greatly benefits from the consistent support and regular internal support provided by the Early Years group's, higher management and practice development advisors. The setting's approach to safeguarding is highly organised and effective. There is a high level of safeguarding awareness within the staff team, and the setting is highly organised in its maintenance of child protection training for all staff. The setting also has a clear and detailed range of written guidance and documentation, to inform and support consistent safeguarding practice.

Recently the setting has successfully introduced a more child centred and explorative approach to the structure of activities and play projects. This enables staff to focus on supporting children's own interests and ideas and greatly enhances their enjoying and achieving. The setting also organises childcare with mixed age groupings in play areas known as family rooms. Here children of mixed ages can effectively learn from others and develop within a supportive group. Staff are highly effective in managing these learning areas, and ensuring a rich and stimulating environment is provided to meet children's development needs. 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 well presented within the care and family rooms, to support children's interests and learning. Children in all groups have a wide choice of tactile and sensory resources and particularly enjoy exploring sounds and music.

The staff have a strong awareness of the need to promote equality and diversity. The setting also uses a good selection of diversity based play resources within the play environment, to encourage children's awareness of differences. The staff effectively show, in their activity planning, that they recognise diversity and inclusion as an important learning area for children. This is also demonstrated by the recent introduction of a designated diversity coordinator within the staff team. Opportunities to further explore gender and a range of languages are well included. The setting has also established good links with childcare provisions in other countries, which adds to the setting's successful promotion of children's knowledge of other cultures. The widening of children's understanding of diversity is ongoing within the setting, and is identified as an area for continuing development.

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 their practice is sound and consistent. An outstanding aspect within the management system is the use of video to record learning interactions with children, which are used as training guides for staff. The quality of the reflective practice and skills assessment within the setting is therefore high

and consistently maintained, to ensure successful outcomes for children. This effectively demonstrates a high level of staff confidence, and full commitment to improvement.

The setting makes effective links with other providers and takes a close interest in all carers who have contact with the children attending. The setting also maintains consistent contact with the local authority, and successfully engages in quality assurance schemes to maintain high standards. The setting's partnership with parents is also highly organised and consistent, and parents enjoy close support and frequent contact with their children's key-persons. They also have access to detailed information on their children's learning progress. Staff take steps to encourage parents, and successfully includes and involves parents, through the use of home books, children's interests sheets and email access to the setting.

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

Excellent care is taken by staff to ensure children's individual learning is encouraged, and the quality of children's enjoying and achieving is outstanding. Staff key persons effectively use the information they have recorded on individual children, to plan specific activities to support their development across all the six areas of learning. The planning also takes note of how the play environment effects learning, and much good care is taken over the preparation of resources, to encourage children's imaginative and creative thinking. A particularly notable and outstanding element of the setting's planned learning is the strong focus on children's interests and individual experience as the basis for activities. Staff work closely with the children and through talking and listening to their ideas, staff explore learning themes and develop play projects that the children find highly enjoyable. Staff also gather information from parents on children's home experiences, events and outings, which is also well used within the planning of activities.

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 progress with learning. At frequent intervals, full written assessments are made of individual children's progress, which are then carefully linked to the early learning goals. Staff also successfully use the written information they gather, to ensure children are able to take the next steps in their learning. Staff place a high importance in observing how children respond to activities, from day-to-day, and much good use is made of photos to record children's engagement with learning. Parents are also effectively included, and all play areas and family rooms within the setting have clearly organised and detailed information on the children's planned activities and learning topics.

An outstanding aspect of the setting's provision is the confidence and skill shown by staff during their many one-to-one interactions with children. Staff have a highly developed awareness of how children move between the learning areas. For example, the recent snow falls have provided many opportunities for extending

children's learning, with tactile and physical elements explored, and children's awareness of the weather and seasons supporting their knowledge and understanding of the world. Staff also confidently help children to explore problem solving and number based activities. For example, in the setting's discovery play room, children learn how to assemble and combine materials and make good use of a range of tools. Children's natural ability to communicate is also successfully encouraged by staff, with mark-making and role play activities based on children's stories. For example, the children greatly enjoyed a visit from a children's author who presented her story of 'Spotty Dotty'. Staff working with the older age group also successfully challenge and support the children's use of words and language. Children listen to audio books, and are regularly encouraged to speak within their group and talk about the books and stories they like. Many excellent opportunities for creative development are provided within the play environment, with children well encouraged by staff to follow their own ideas and be inventive with their play. For example, a visit from a chef and nutrition expert, created a play theme involving the exploration of fish and undersea themed activities. This resulted in the setting printing and producing a photo book of the event entitled 'Fishy Business'.

Staff take care to effectively promote children's healthy growth and development. A notable strength within the setting is the promotion of children's healthy eating, and many projects are featured where children learn about food. The setting also has an on-site kitchen, and children benefit from well prepared snacks and meals, and are helped to make healthy food choices. The setting provides highly organised and effective support for children's safety and security. Access to the setting and fire evacuation awareness are well maintained, and staff follow clear procedures to ensure children play safely outdoors and on outings. The setting also has clearly established and detailed risk assessments, that are regularly reviewed. As part of the Early Years group, the setting also has a particularly well prepared health and safety policy that guides the actions of staff and the organisation of the children's activities. Staff key persons give close consideration to ensuring new children settle, and that children are happy and able to enjoy their play. Staff are confident in the supervision of the children, and the children's social and emotional development is successfully promoted. During their play, children are consistently encouraged to share, take turns, and be considerate of others.

Throughout the setting, children have access to well prepared play areas, and the overall quality of the setting's learning environment is outstanding. Each family room play area has many visual displays to support learning, with themes that include numbers, colours and examples of the children's own artwork. The play areas for the younger children are especially well prepared, with many tactile materials and soft play corners. Children have excellent opportunities for outdoor play, and the setting's spacious garden supports an outstanding range of learning experiences. Children have access to grassed and paved sections, and have excellent opportunities for free-flow play, and the continuation of games and activities outdoors. Many opportunities are also provided outdoors for children's physical development. For example, children greatly enjoy the setting's adventure play area, which has a large play-tower, a slide and climbing wall. There are also extensive nature trails and willow dens, to encourage children's enjoyment of outdoor play.

## 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>How effectively is the Early Years Foundation Stage led and managed?</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                             | 2 |
| 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 |
|--|---|

### 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       | 1 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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