

# Robins Nursery School Ltd



All Saints Church, The Drive, Hove, East Sussex BN3 3PB

<b>Inspection date</b>	10 May 2019
Previous inspection date	19 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

### This provision is good

- The managers and staff are passionate, caring and attentive. Their nurturing approach creates a warm and positive environment where children feel valued, happy and secure.
- Managers and staff recognise and support the individual developmental needs of children very well. They work extremely closely with local inclusion services to support children with special educational needs. All children make good progress from their starting points, regardless of their circumstances.
- The managers create a highly inclusive setting and cater sensitively to the differing needs of children and their families, offering free sessions where possible. Parents feel very included in their children's learning and experiences, and regularly share information about children's interests and achievements from home.
- Staff know children well and assess their development closely. They plan a wide range of activities that help children to engage busily in their chosen play and learning.
- The garden is spacious and very well resourced, with exciting opportunities for children to explore and discover, as well as engage in physical play and exercise.
- Staff use their interactions well to offer further challenge to children. However, less-experienced staff do not consistently use questioning effectively to fully support children to think creatively and imaginatively and to develop their own ideas.
- Some group activities focus too heavily on the older children, and some younger children do not engage well and participate throughout.

## What the setting needs to do to improve further

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

- enhance the use of questioning to further encourage children to think creatively and develop their own ideas
- organise group activities more effectively to better meet the needs of the younger children and help them to engage throughout.

### Inspection activities

- The inspector observed teaching practices and the impact this has on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the pre-school's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

#### Inspector

Ben Parsons

## Inspection findings

### Effectiveness of leadership and management is good

The ambitious managers and staff reflect closely on the effectiveness of their provision and make continual improvements to children's experiences and outcomes. They monitor children's development precisely, looking at groups of children, such as boys, girls and funded children. Recent improvements to the setting include actively challenging gender norms. For example, by celebrating how jobs such as police officers are achievable for any child, regardless of their gender. The managers monitor and support staff practice well and offer good guidance, coaching and further training. Staff have recently improved their support for mathematics throughout the setting and developed new activities outdoors, such as large-scale building. Safeguarding is effective. All staff attend safeguarding training and have a thorough, up-to-date understanding of how to deal with any child protection concerns. They work together well to create a safe environment.

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

Staff observe children regularly and use the detailed records of children's development to plan for their next steps in learning. They use children's interests successfully to encourage learning in exciting ways. For example, children delight in collecting and naming toy dinosaurs in the garden and acting out scenes from stories they have read. Staff extend children's vocabulary well and introduce complex new words such as 'stegosaurus', which children enthusiastically copy and use in their play. Staff are highly skilled at supporting children's early literacy skills. Throughout the day, children excitedly write letters to their family, write their names and draw detailed pictures, paying great attention to detail. Staff praise and encourage children's interest and developing skills.

### Personal development, behaviour and welfare are good

Children are very confident and explore their stimulating environment eagerly. They develop strong social skills and behaviour and respond well to the sensitive and consistent guidance from staff. Children actively include others in their play and ask others to join in, such as when preparing pretend meals in the role-play home. They share out jobs considerately and make sure everyone is involved. Children develop strong physical skills and are very active outdoors. They enjoy challenges such as throwing balls into basketball nets, and ride bicycles and scooters with confidence. Children respect and understand different cultures and have plenty of opportunities to experience them, such as celebrating 'Diwali' and learning 'hello' in various languages.

### Outcomes for children are good

Children are keen learners and quickly gain the skills needed for future learning and school. They communicate well and children learning English as an additional language catch up with their language development quickly. Children enjoy imaginary play, such as planning pretend parties, talking about what they might need and creating a shopping list. They count how many children are in each day and recognise shapes in their play with confidence. Children are curious and inquisitive about the world around them.

## Setting details

<b>Unique reference number</b>	EY395388
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10061760
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Robins Nursery School Limited
<b>Registered person unique reference number</b>	RP908954
<b>Date of previous inspection</b>	19 January 2016
<b>Telephone number</b>	01273725600

Robins Nursery School Ltd registered in 2005 and re-registered at the current premises in 2009. It is located in Hove, East Sussex. The nursery is open five days a week from 8.30am to 3.30pm during school term times. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs nine staff, all of whom hold appropriate early years qualifications between level 2 and qualified teacher status.

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