

# Reflections Nursery

Westerfields, 54 Richmond Road, Worthing, West Sussex, BN11 1PS

<b>Inspection date</b>	21/03/2013
Previous inspection date	05/10/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The management team shows a highly successful drive to maintain excellence in their practices and continue to improve outcomes for children.
- Staff have high expectations of the children and this results in children being extremely active and independent learners.
- The way staff use the extensive resources and highly stimulating environment to help support children's learning is exemplary. As a result, children make excellent progress towards the early learning goals.
- Children thrive as they take part in many exciting outdoor activities including the forest school.
- Staff are extremely skilled at interacting with children and extending their learning as they play. This means that children continue to build on their existing knowledge and develop new skills.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspectors observed activities in the playrooms and outside learning environment and conducted a joint observation with the manager.
- The inspectors held meetings with the management team.
- The inspectors sampled children's assessment records and other documentation.
- The inspectors took account of the views of parents spoken to on the day and from information included in parent questionnaires.
- The inspectors checked evidence of the suitability of practitioners working with children.

## Inspector

Alison Weaver and Sue McCourt

## Full Report

### Information about the setting

Reflections Nursery registered in 2006 under the current ownership. It operates from a large three-storey converted house in Worthing, West Sussex. There are 14 rooms available. The nursery opens five days a week all year round. Opening times are from 7.30am to 6.30pm. All children share access to an enclosed outdoor play area. The Cafe Zone after school club is open after school till 6.30pm during term times and from 7.30am to 6.30pm in school holidays. There is disabled access into the building.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 263 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. Children come from a wide catchment area. The nursery currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who learn English as an additional language.

The nursery employs 67 staff. There are 48 staff, including the manager, who hold appropriate early years qualifications. There are eight staff who are working towards a recognised qualification. There are two staff with Qualified Teacher Status and three staff with Early Years Professional Status.

### What the setting needs to do to improve further

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

- plan extra time for informing parents about transitions, such as when children move between different groups in the nursery, to further encourage their involvement.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff deliver a rich educational programme that covers all the areas of learning extremely well. The planning is highly effective as staff base it on information gained from accurate ongoing observation and assessment of each child. Staff focus exceptionally well on meeting children's individual interests and needs. As a result, they are highly successful in narrowing any gaps in children's learning. Staff quickly identify children needing additional support to help them achieve. They work highly effectively with parents, agencies and support workers to provide the care and support needed for individual children. This includes children who are learning English as an additional language or who have special

educational needs. Staff form excellent partnerships with parents and work closely with them to establish children's starting points. They implement highly effective strategies to keep parents well informed about their child's ongoing progress through both written and verbal feedback. These include extensive reviews of the progress of children aged two years, with their parents.

Children make significant progress in their learning and development. Staff prepare them for the transition to school extremely well. Children are highly motivated and enthusiastically engage in a vast range of fun and innovative activities both indoors and outdoors. Staff show an exceptional ability in the way they question children and encourage them to work things out for themselves. Children excel in experimenting and solving problems such as when they design the water feature in the garden. Staff demonstrate inspirational practice in the way they talk to children about what they might need to do and help them think through different solutions. As a result, children develop exceptional skills in thinking critically and putting their ideas into action. Children show highly impressive language skills as they confidently talk about what they are doing. Staff make excellent use of everyday opportunities to promote children's early literacy skills. For example, at lunch times children realise that 'rum' and 'tum' rhyme so the staff member encourages them to think of other rhyming words.

Children love to investigate simple technology and develop an excellent understanding of the world. They find out how old household items such as light switches, work. Children develop excellent mathematical skills as they work out how to make bridges with different shaped resources. Staff help to reinforce their understanding by introducing mathematical language. Babies flourish as they make sense of their world and enjoy the rich learning experiences provided by adults. For example, babies and young children excitedly explore an abundant range of interesting sensory materials such as oat flakes on a mirror, and a light table. They freely investigate and develop high levels of independence. They make excellent progress in their communication skills as adults skilfully respond to them and repeat their sounds.

### **The contribution of the early years provision to the well-being of children**

The key person system is extremely effective and children form highly secure emotional attachments to adults. Staff are very responsive to children's needs, feelings and interests. As a result, children show an exceptional level of security that contributes to their ability to learn and investigate. Babies and young children thrive as staff are so attentive to them. They cuddle up with staff for reassurance when they need it. Staff are excellent role models as they are kind, caring, friendly and extremely supportive. They build children's self-esteem exceptionally well as they value children's contributions and praise their achievements. Systems to help children move through the nursery are secure and promote their well-being effectively. However, at times, not all parents have extensive information about this process to ensure their full involvement.

Staff are well deployed, supervise children closely and manage any inappropriate behaviour calmly and sensitively. Where any incidents occur between children, staff are

very proactive in putting in place effective behaviour management strategies that meet the needs of individual children. As a result, children increasingly develop high levels of self control and social skills. Children show exceptional skills in negotiating and playing cooperatively as they make bridges together. They make rapid progress in their independence skills as staff create an extremely supportive and accessible environment for all children. Every room is visually stimulating and welcoming. Children make choices from a wonderful range of outstanding, and suitably challenging, indoor and outdoor resources.

Children develop an excellent understanding of the importance of healthy lifestyles. They show great enthusiasm in playing outdoors. Children demonstrate excellent physical skills as they climb, explore and run outdoors. They build willow dens and tunnels in the garden. Children develop exceptional skills in managing risks as they take part in exciting and well-planned forest school activities. Children enjoy a healthy, balanced and nutritious diet. They thoroughly enjoy growing produce for their meals in the 'Edible Garden'. Staff demonstrate highly impressive practice as they reinforce children's awareness of the importance of dental hygiene when reading books with them. Children develop excellent self-care skills. They help themselves to tissues to blow their noses and go to the toilet independently.

Children's awareness of how to stay safe is developing exceptionally well. Older children help the younger ones learn how to stay safe. Children carry out rigorous safety checks on the outdoor area with excellent support from a member of staff. They successfully and confidently identify and minimise hazards to their friends. Children show an excellent understanding of how to use resources and equipment safely. For example, they explain how to carry the garden tools safely.

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

The management team shows an exemplary knowledge and understanding of how to implement the safeguarding and welfare requirements. They implement extremely robust systems to help promote children's safety and welfare. Managers regularly monitor and challenge practices in each room. This helps make sure all staff follow the expected procedures and promote children's welfare. The management team follows extremely rigorous recruitment and induction procedures. This helps to ensure staff are suitable to work with children. Safeguarding procedures are fully embedded in the nursery. All staff attend regular training in safeguarding so know what to do if they should have a child protection concern. Extensive safety checks and meticulous risk assessments also help staff keep children safe. All the required documentation is in place and well maintained.

The management team has an exceptional understanding of the learning and development requirements. They have an excellent overview of the educational programme and how well it is meeting children's needs. As a result, they react quickly when there is a concern and make significant changes that help children continue to thrive and learn. This includes making excellent use of the highly productive links with other professionals and parents to support and promote children's care and learning.

The management team is highly reflective and successfully monitors and evaluates the effectiveness of the learning environments for children. Managers take innovative steps to address any areas they feel are not fully promoting positive outcomes for children. For example, they are currently improving the organisation of one of the pre-school rooms to help promote a calmer atmosphere. Staff share expertise and this helps inspire others. Staff caring for the younger children share how well their 'gathering' time works as they assemble children in smaller groups for some activities. This excellent practice is now being used throughout the nursery and benefiting all children. The management team shows highly impressive practice in the way it actively seeks the views of parents in evaluating the nursery provision. They thoroughly analyse the feedback and use it to make positive improvements to outcomes for children and parents.

The management team is extremely well motivated and passionate in the pursuit of excellence. The professional development of staff is given high priority. The managers provide a high quality level of ongoing supervision for their staff. This includes formal staff appraisals, observation of staff and actively encouraging their skills. Staff make significant strides in their knowledge and skills as they attend regular well-targeted training. This helps inspire them and continue to enrich the provision for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY343114
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	909329
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	115
<b>Number of children on roll</b>	263
<b>Name of provider</b>	Reflections Nurseries Ltd
<b>Date of previous inspection</b>	05/10/2010
<b>Telephone number</b>	01903 208208 Ext 224

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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