

Hassocks Happy Feet

The Beacon Ground, Hassocks Football Club, Hassocks, BN6 9LY

Inspection date	24/05/2013
Previous inspection date	10/02/2009

The quality and standards of the early years provision	This inspection:	
	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 exceptional educational programmes are underpinned by the staff's high expectations of themselves and the children, and expert knowledge of how children learn.
- The highly professional manager carefully monitors all aspects of the nursery, resulting in high quality care and education, which meets the needs of all children extremely well.
- The nursery is attractively organised with an excellent range of toys and resources that extend the children's independent play indoors and outside. This effective organisation is actively supporting and enhancing children's all-round development.
- The owners' and trainee manager's commitment to providing quality childcare is reflected in the high staff morale, and staff's enthusiasm to share the vision and goals aspirations for the nursery and the children.

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 inspector spoke with the owner, trainee manager, staff and children during the inspection.
- The inspector carried out a joint observation with the trainee manager.
- The inspector checked a few key pieces of documentation such as child records, development profiles, policies and planning documents.
- The inspector observed children's play and staff interaction both inside and outside.

Inspector

Helen Edwards

Full Report

Information about the setting

Hassocks Happy Feet registered in 2008. It operates from Hassocks Football Club in Hassocks, West Sussex. All children share access to a secure outdoor play area. There are three playrooms, and open play area and a hall. There is a secure outdoor area. The nursery uses the football pitch and the Bluebell Woods. There is ample parking on site. The nursery is open from 8am to 6pm for 50 weeks of the year. It is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are 38 children on roll in the early years age range. The nursery cares for children with special educational needs and/or disabilities and children who speak English as an additional language.

There are seven members of staff, all of whom hold appropriate early years qualifications. There are three members of staff who hold qualifications at level 3, three members of staff who hold qualifications at level 2, and one has a BA Early Education degree. One of the two owners works at the nursery on occasions and has a foundation degree. The owner and four members of staff are working towards further qualifications.

What the setting needs to do to improve further

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

- enhance opportunities indoors for children to learn about the natural world.

Inspection judgements

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

All staff plan very effectively together to ensure that all aspects of the seven areas of learning are extensively covered. They are very knowledgeable about how children learn through play and provide highly stimulating environments, indoors and out. Children excitedly create and decorate a pirate's chest, and giggle with delight when playing cooperative parachute games with their friends outside. Children have freedom throughout the nursery to develop their interests and to select the resources and toys they need.

A highly effective system for assessing and monitoring children's progress allows staff and parents to see clearly how children are progressing and enables them to identify their next steps in learning. This information is used to plan for each child, by their key person, so that their individual needs are met fully. Staff maintain detailed learning journals for each of their key children and a summary of children's development is shared regularly and frequently with parents.

Children are developing their early reading skills very well and three year olds are beginning to develop a very good knowledge of letters and sounds. For example, they recognise that the sound 'm' is for 'mummy'. They listen attentively to each other and staff use a wide range of vocabulary to support their language development, for example, 'oxygen' and 'high up in the sky'. Children are confident to express their wishes and to start discussions with friends and staff. Babies and toddlers are supported to communicate in lots of ways with their key persons. Staff engage all the time with babies and children at their level through lots of eye contact and lively facial expressions. Staff clearly love talking to and listening to the children and value their contributions at all times.

Staff lead small group times very effectively and all children actively join in with singing and action songs. They take part in a yoga session which prepares their bodies for more boisterous exercise outside using bikes, bats and balls, hockey sticks and stilts. Children are extremely busy and happily engaged all of the time. They make excellent progress in all areas of learning, benefitting from rich and vibrant play areas. They play with high quality toys and equipment. These are very effectively organised to promote children's independence. This is consistent within all rooms, which enables even the youngest children to become confident and independent learners as they can choose things for themselves.

Children count the steps into and out of the nursery when using the outside area. They learn about shape and space through construction toys and puzzles, and explore colour and materials through a wide range of creative activities. Children investigate the natural world when gardening or exploring in the Bluebell Woods nearby. However, opportunities to learn about the natural world indoors are less well developed than those outdoors.

Staff value working in partnership with parents and where necessary with outside professionals to support children's ongoing learning. Strong emphasis is placed on children's personal, social and emotional development. This helps children develop the underpinning skills needed for their future success. Children's behaviour is very good and staff praise and acknowledge children's achievements and efforts. Children love to be chosen as 'Big star of the day'.

Communication between staff and children is exceptionally strong, and staff ensure children's ideas and interests are included in future plans. Children are well prepared for the next stages in their learning as they are motivated and excited to engage in the wide and varied opportunities at this highly impressive nursery.

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

Children are the focus of all that happens in this nurturing and motivational nursery and their well-being is at the heart of nursery practice. They develop very close relationships with their key persons and all staff are extremely attentive, providing genuine warmth and affection to every child. This enables all children to feel safe and secure, giving them the confidence to develop their independence and explore the environment. Consequently,

children are very happy and relaxed. They express themselves fully as they join in the lively and stimulating activities with their friends.

Staff ensure that they get to know the children and their families exceptionally well. Staff gather initial information about children's likes, dislikes, and developmental starting points from parents during the sensitive and supportive settling in period. Staff demonstrate immense respect for each child's unique family by helping them to create their own family tree. Staff share information with parents informally on a daily basis and also through formal meetings with key persons to discuss children's progress.

Behaviour is exemplary and children happily share toys and resources with each other. Staff are excellent role models and use polite and courteous language to the children and to each other. Children cooperate very well in group activities. For example, they set out the train track, use the parachute for a lively outside activity, and sweep up the sequins on the floor after a creative art activity.

Superb resourcing and room layout ensure that all age groups have a fantastic range of age-appropriate activities and toys to meet their needs. They develop their physical skills through stimulating activities indoors and out, and they regularly visit the Bluebell Woods for fresh air and exercise. They learn to make healthy choices as they share nutritious snacks and meals with their friends. All children's dietary requirements are followed and there are very high standards of hygiene throughout the nursery. Babies' bottles are carefully warmed, and the temperature of the baby room is regularly and frequently monitored. Risk assessments are thorough and help to ensure a safe environment for all children.

Children develop independent self-care skills with great confidence. They use the toilet and hand washing facilities and understand the importance of hygiene routines before eating. The high quality adult interaction and excellent organisation of routines help babies and very young children to feel exceptionally secure. All staff consistently make children's safety a high priority and effectively support children's growing understanding of how to keep themselves fit and healthy. Staff skilfully support children's move to school by maintaining close links to the local schools. Staff take the children on visits to their new schools to meet their future teachers and to explore their new environment.

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

The senior management team have an excellent knowledge and understanding of how to implement the safeguarding and welfare requirements of the Early Years Foundation Stage. Robust systems and vigilant staff ensure that children are exceptionally well safeguarded in the nursery. There are accurate systems in place to assess potential risks and support the effective management of a safe and secure environment for children. All staff complete mandatory first aid and safeguarding training and keep very clear records to ensure that the nursery is safe and is very hygienic.

The inspirational management team achieve excellence in all areas of the nursery. They achieve the highest levels of development and achievement for all children. The newly appointed manager motivates staff exceptionally well and staff morale is very high. She has made significant improvements in all areas of the nursery provision. She monitors and supports staff to achieve highly in their professional skills, and they update their knowledge through frequent staff meetings, appraisals and training. New staff are supported very well with a robust induction programme. This results in a highly skilled and dynamic staff team who demonstrate first-rate knowledge of their roles and responsibilities to deliver the learning and development requirements. Staff feel motivated and valued and enthusiastically provide highly effective learning experiences for children.

The senior management team have very high aspirations for quality. They share this ambition and drive successfully through motivational action plans. All staff are involved in evaluating the nursery. Team meetings in each room mean that all staff understand the plan for continuous improvement in outcomes for children of all ages. The rigorous systems for self-evaluation identify the nursery's strengths and weaknesses and are used to set challenging targets for improvement.

The manager is highly focused on the importance of assessing the planning and delivery of the educational programmes provided for each child. She monitors children's progress and works very closely with her staff to plan for children's interests.

Partnerships with parents are strong. Staff share information with parents daily, and parents contribute to children's learning journeys, celebrating their learning and development. This demonstrates that they are fully involved in their children's learning. Staff quickly seek individual support from other professionals to identify, monitor and promote the development of children with special educational needs and/or disabilities. The management team has an excellent insight into the needs of parents as well as children and uses all available outside agencies to support families. The nursery has established strong links with local schools and staff prepare children very well for their future learning. School teachers are invited into the nursery to talk at length with the children's key persons. This sharing of information about their learning and development, before children leave the nursery, effectively supports the move to school.

Children benefit considerably from a dedicated staff team, led by inspirational management, who all work towards the same goal. Children's learning, development, health, safety and happiness have top priority in everything they do. Consequently, children thrive in this outstanding nursery.

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

Unique reference number	EY369864
Local authority	West Sussex
Inspection number	844315
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	38
Name of provider	Hassocks Happy feet Partnership
Date of previous inspection	10/02/2009
Telephone number	01273833248

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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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