

The Horsham Day Nursery

Chichester Terrace, Horsham, West Sussex, RH12 1DB

Inspection date

Previous inspection date

07/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff work well together to provide a happy, welcoming nursery environment. Children settle quickly because they feel at ease with their surroundings.
- Children have good relationships with staff and each other. They play well together and amicably share resources.
- Partnerships with parents are good. Children benefit from the positive exchange of information between their main carers as it results in a joined-up approach to meeting their individual needs.
- Staff continually praise and encourage children's efforts. This boosts children's self-esteem and gives them the confidence to become independent learners.

It is not yet outstanding because

- The nursery does not maximise children's opportunities to develop and use their home languages during play.
- Children do not have access to apparatus to enable them to develop their climbing 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities both indoors and in the outside play area.
- The inspector carried out a joint observation with the nursery manager.
- The inspector discussed nursery practice with the owner, manager and staff.
- The inspector took into account the views of parents spoken to on the day of inspection.
- The inspector viewed documentation, including children's learning records.

Inspector

Cathy Hill

Full Report

Information about the setting

The Horsham Day Nursery is one of three privately run nurseries. It opened in 2013 and operates from converted premises in Horsham town centre close to shops, parks and good transport links. There is ample parking for parents to drop off and collect. The premises consist of a baby room and large play areas for older children. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery supports children with English as an additional language. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are 45 children on roll in the early years age range. There are currently seven members of staff. There are three staff qualified to level 3, two to level 2 and one has qualified teacher status. The nursery is in receipt of funding for the provision of free early education to children aged three and four.

What the setting needs to do to improve further

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

- extend resources to provide children with opportunities to develop and use their home languages during play
- increase children's opportunities for physical development by providing equipment to develop their climbing skills.

Inspection judgements

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

Children make good progress as staff have a good understanding of their individual learning needs. Staff meet with parents to find out about children's starting points and record these on 'All About Me' sheets. Learning journals are kept for all children with observations and assessments of their learning. Staff make a weekly note of children's interests and use this information to plan activities which will appeal to children and help them progress. Staff update their next steps for children every six weeks and share this information with parents to keep them fully involved with their child's learning. Parents also have free access to their child's day book, which includes a record of what their child has been working on and able to do each day. Good systems are in place for each key person to maintain an overview of their key children's development so they can quickly identify any gaps in achievement and work towards addressing them. The nursery has only been open a short while and staff are now planning to start completing the written

progress check for those aged two years.

Staff place a strong emphasis on supporting children to become independent learners. They instil confidence in children as they praise and encourage their efforts. The praise wall displays photographs of children who have been noted that day, such as for being kind to their friends or sharing their toys. Children are active learners and enjoy the opportunity to choose what they do. Staff clearly explain to children the special activity planned for the day and older children then choose what they would like to do by looking at a picture/word selection of activities. Children communicate well with staff and each other, with younger children making themselves understood through gestures and pointing to objects. Children learn sign language as staff sing and sign the 'good morning' song with them. The nursery support children who have English as an additional language. They have some books in other languages but these do not reflect the languages of all children to provide them with opportunities to develop and use their home languages during their play and learning.

Children show an understanding of technology as they sit together to complete programmes on the computer. They learn about nature by planting and growing flowers and vegetables in the nursery garden. They understand the passage of time and, when asked, correctly name the day of the week. Staff use a range of teaching strategies to develop children's learning. They clearly explain activities and demonstrate, for example, how to carefully open packets of tartar to add to a play dough mixture. This means children understand what is expected of them and can independently carry out the activity. Children look carefully at recipe cards and demonstrate their knowledge of numbers as they correctly say the number of the card before using the picture clue to identify the next stage in the recipe. They show good small muscle control as they carefully open a bottle of red food colouring before pouring it into their mixture and stirring it around. A change in colour is noted with amazement as they exclaim, 'Wow! Look what's happening, it's turning pink.'

Babies have the freedom to explore the toys set out in their base room. They enjoy being able to develop their physical skills as they crawl through play tunnels, emerging with a big smile on their face before deciding to turn round and go back the way they came. Staff take note of children's play. They observe them playing with colour panels and demonstrate how to hold them up to look through so the room can be seen in a different colour. Children understand what they have seen and imitate staff actions. They stop and listen as staff sing a nursery rhyme and freely express themselves, jiggling their body to the song's rhythm.

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

The key person system in the nursery is effective in helping children settle into nursery life. Parents get together with their child's key person to discuss their child's routines, while their child has an opportunity to play with others and get to know their new surroundings before being left on their own. Parents confirm that staff are 'fantastic about settling children in as they are so patient and considerate'. Staff make children and

parents feel welcome as they greet them each day on arrival. They display children's photographs and artwork, which helps develop children's sense of ownership and belonging in the nursery. Children have access to a variety of resources which promote learning in all areas in readiness for their next stage in education.

Children's behaviour is good because they are actively occupied and well supported by kind, caring staff. They have a good understanding of nursery rules as staff reinforce these at group times. Staff ask children questions to make them think about their actions, such as, 'What happens if we run inside?' Children know they may fall over and that it would make them sad. Children have good relationships with staff and each other. They happily share resources and take turns with, for example, wheeled toys outside. Very young children show tenderness towards each other as they give each other a cuddle. Staff supervise children well and teach them how to keep themselves safe by walking indoors and by handling tools carefully. Children move freely and safely around the nursery taking care to avoid others at play as they move between activities. Babies show they feel safe with staff as they readily go into their arms for a cuddle.

Children show a good understanding of hygiene routines as they wash their hands after messy play and before eating. Staff teach children about healthy eating and display photographs of children cooking and pictures they have made of their favourite foods. Staff use organic food and prepare meals freshly every day. Children enjoy snacks of banana and cracker and demonstrate self-care skills as they help serve themselves at lunchtime. They have daily opportunities for outside play in the fresh air. They show good coordination as they ride on a scooter and tricycle and balance well as they climb over tyres. However, there is no apparatus to enable them to develop their climbing skills further.

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

The leadership and management of the nursery are good. Management fully understand their responsibilities in meeting the requirements of the Early Years Foundation Stage. They monitor children's learning records and planning on a regular basis to ensure children's development is being assessed and their next steps in learning noted. The safeguarding and welfare requirements are clearly understood. Recruitment and induction procedures are robust and all staff are vetted to ensure they are suitable to work with children. Staff are confident with how they would deal with any safeguarding concerns. They are vigilant to safety and carry out a daily risk assessment of both the indoor and outdoor areas. An evacuation box, stocked with items such as nappies, wipes and stories to keep children entertained, is kept ready by the exit should they have to leave the premises in an emergency. The premises are kept secure and staff ensure the main entrance door is secure after parents drop-off and collect their children.

Partnerships with parents are good. The nursery staff share information about their practice on their website and keep parents very well informed about their child's nursery life. Children benefit significantly from the positive sharing of information as it means their

individual needs are well known to their main carers. Parents speak highly of the nursery, saying they cannot fault it and that the staff are really lovely. As well as working in partnership with parents, staff also link with local schools children will be attending, sharing relevant information to support children's move to school. Management are very keen to develop and continually improve this new nursery, seeking feedback about their practice from both staff and parents. They have evaluated and assessed their learning environment and have identified that they would like to improve resources in the baby room and further develop their outside area for children. Staff performance is evaluated at regular continuing professional development meetings.

The Childcare Register

The requirements for the compulsory 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	EY451863
Local authority	West Sussex
Inspection number	903041
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	45
Name of provider	Angmering Day Nurseries Limited
Date of previous inspection	not applicable
Telephone number	01903779324

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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