

Norto5 KIDZ@Burgess Hill

West End Farm Pavilion, The Brooks, Burgess Hill, West Sussex, RH15 8TR

Inspection date

Previous inspection date

11/10/2013

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

- All children form a strong bond with their key person, which provides a secure base for their learning and development.
- Children enjoy a wide range of interesting learning experiences that are planned by their key person. Key persons demonstrate a good knowledge of children's individual interests and next steps of learning. This enables the children to be confident and purposeful learners.
- Children are happy and eager to learn. Their behaviour is good and they make choices about their play. This supports them in developing a positive attitude to their learning.

It is not yet outstanding because

- Not all parents have seen their child's next steps plan and therefore the opportunity to link learning and development between home and the nursery is not always used to its full potential.

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.

Inspection activities

- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's development plan and a range of other documentation.
- The inspector viewed all areas of the premises, the resources and observed activities in the inside and outside play areas.
- The inspector held meetings with the manager, Directors and spoke with staff and children throughout the inspection. The inspector also took account of the views of parents spoken to on the day.
- The inspector completed a joint observation with the manager.

Inspector

Antonia Ogden-Meade

Full Report

Information about the setting

Norto5 Kidz Ltd @ Burgess Hill is privately owned and registered in 2013. It operates from the sports pavilion in Burgess Hill, West Sussex. All children share access to an enclosed outdoor play area. The nursery is registered on the Early Years Register. The nursery receives funding for the provision of free early education for three- and four-year-olds. The nursery is open Monday to Friday from 8am to 6pm for 51 weeks of the year. There are three members of staff, all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- improve the opportunities for parents to contribute to their children's next steps to provide a cohesive approach to learning between home and nursery.

Inspection judgements

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

Staff know their key children well and carefully plan activities each day to meet the children's individual learning needs. Staff undertake an accurate assessment of the children's prior skills and understanding on entry to the nursery which is based on their own observations and information completed by the parents. Planning is based on each child's identified next steps and their interests and it is adapted and added to on an ongoing basis. Children are therefore keen to participate in activities, have fun and make good progress in their learning and development.

Staff work with the children and enjoy activities alongside them. This exciting approach to teaching helps the children to become active learners, as they follow their role models making connections between different elements of play. For example, the children work to mix cornflour and water. The staff and children share the excitement of messy play and learn about texture as the mixture slips through their fingers. The children and staff describe the texture, temperature, smell and colour together, sharing new vocabulary, and they describe the process of the gloop sliding off their hands.

The quality of teaching is good and staff successfully help the older children to acquire the skills, attitudes and dispositions they need to be ready for school. Staff encourage and support children in becoming increasingly independent when managing their personal needs, such as, using the toilet and when choosing what they want to do. Staff use opportunities, such as snack and meal times to further promote older children's

independence by encouraging them to cut their own food and pour their own drinks.

Children's communication and language is supported throughout the nursery. Staff promote learning for the younger children by using familiar single words, babbling with the babies, using clear gestures to reinforce meaning and repeating words and phrases during activities. This helps reinforce the sounds that children make and helps them to develop their basic communication skills. Staff promote older children's communication skills well by asking children open questions to extend their vocabulary and conversing with them at every opportunity. Therefore, children's communication and language skills are developing well.

Staff make good provision to encourage children's early writing. Staff provide a range of opportunities including using media, such as paint and gloop. Outdoors, children love using chalks and making marks on the chalkboards and paving. Children are well supported across the seven areas of learning and development as they have a good range of resources accessible and available in the classroom and outside.

Staff work well with parents and give daily information regarding their child's activities, learning progress and routine. Parents also update staff with information from home, which helps staff to plan appropriate and relevant play experiences for the children. Information is shared with parents through a variety of ways. There is a password protected website area accessible to all parents, which allows them to see daily activity updates and to be part of their child's nursery experience, including seeing their child at the nursery during the day via the WebCam. However, the 'next steps' plans for children's development are not always shared with parents to support them in extending their child's learning at home. Parents comment that they are happy with the progress their children make and that their children's development has significantly changed since their child attended the nursery.

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

Children are settled, secure and develop strong bonds with their key person and the friendly and caring staff team. The staff take the time to get to know the children and their parents well and this helps foster the welcoming and friendly atmosphere in the nursery. Children demonstrate confidence, which allows them to explore and try out new activities and use new resources. Overall, parents receive a lot of information about their child's progress by their key person.

Children behave well across the age ranges as staff consistently use clear rules and gentle reminders to help the children manage their behaviour. The staff ensure that they are good role models and children hear and see staff using good manners and consequently children are polite when talking to each other too. Staff are consistent in their expectations with regards to children's behaviour and are vigilant about safety.

The nursery meals are currently provided on site by the nursery staff. Snacks are served in the morning and afternoon and the children are given the opportunity to choose their own

snack and to prepare it themselves. For example, children are able to choose the quantity of fruit they want and using a child friendly knife independently or with a little help are able to cut the fruit into smaller chunks. Children are able to enjoy a range of tastes and textures according to their individual needs and have begun to understand portion control and develop safe knife use techniques. Each child has labelled beaker or cup available throughout the day. The older children are able to pour their own water into their cup whilst the beakers are already filled, but each child may access their drink independently throughout the day. These routines help children learn about healthy lifestyles, as well as how to use tools safely.

The environment is welcoming and interesting and children are helped to make good progress in their learning and development with a wide range of accessible resources. All children learn the importance of keeping well through daily routines, activities and discussions. For example, the children wash their hands when they come in from the garden or before eating food. The youngest children also know the routines and participate in maintaining good hygiene practices alongside their older peers. The children practice regular fire drills with the staff to ensure everyone knows how to evacuate the building quickly and safely in the event of an emergency. The children show an awareness of others when they ride the four and two wheeled toys in the garden and know that they have to be careful of others especially the younger children in that area. This helps children learn safe behaviours. Daily risk assessments are completed and safety is monitored throughout the nursery.

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

The leadership team have a good understanding of their responsibilities for meeting the safeguarding and welfare, and the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Robust recruitment and selection procedures are in place and regular supervision sessions, appraisals and peer observations are undertaken, which alongside a comprehensive induction programme also supports the identification of staff's training and development needs. . This ensures that staff are, and remain suitable to care for children. Staff are required to attend child protection training and they and the manager demonstrate a thorough knowledge of safeguarding and child protection policies and procedures Staff are deployed appropriately both indoors and outdoors to ensure that children are supervised and supported well. Regular computerised audits and the monitoring of accidents and their causes feed into the risk assessment process to support the ongoing improvement of children's safety. Staff are vigilant throughout the day and take steps to keep children safe, such as checking the garden area before children go out to play. The computerised risk assessment process also enables staff to identify development priorities, which allows them to have a robust system in place to ensure all current and future environment needs are being met. Therefore, children play in a safe environment.

The manager successfully monitors the planning and delivery of the educational programmes by meeting with her colleagues and supervising practice. Staff are

encouraged and supported to complete both external and internal company training. They share good practice with their 'sister' nurseries and value the input from their own senior support team who works with them on a frequent basis. This demonstrates a very positive attitude towards ongoing improvement and development.

Partnerships with parents are positive overall and parents speak highly of the nursery staff and the learning opportunities the children enjoy. Parents like being able to login to access the closed-circuit television feeds daily from external computers which means they can check that their child is settled and happy. Parents comment that they feel the staff team are approachable and that they have a good amount of information about their child's daily activities. A self-evaluation is undertaken on a frequent basis with the views of parents, staff and children taken into account. Their views are valued and are used to shape the provision, such as reviewing the organisation of the area used for the under two's. This system helps to ensure good quality provision.

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	EY461758
Local authority	West Sussex
Inspection number	918979
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	10
Name of provider	Norto 5 Limited
Date of previous inspection	not applicable
Telephone number	07930912641

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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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