

Chappell Croft Nursery

33 Christchurch Road, Worthing, West Sussex, BN11 1JH

Inspection date	02/10/2013
Previous inspection date	30/07/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 are attentive and sensitive to children's needs which helps them to form strong emotional bonds with the adults caring for them. Times of transition are particularly well-planned which ensures continuity of care.
- Staff have a good knowledge of how to support children's learning and development. They use this knowledge to plan activities that engage children in learning and provide age appropriate challenge.
- The nursery fulfils its responsibilities in meeting the safeguarding and welfare requirements; risks to children are minimised through effective risk assessment procedures, good supervision and vigilant staff.
- The management are pro-active in identifying areas of development, which supports children throughout all aspects of their learning and developmental needs.

It is not yet outstanding because

- The organisation of story books does not always attract the children's attention.
- Staff do not consistently extend babies interests through the use of natural resources, which means babies have fewer opportunities to explore and investigate.

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 toured the premises and observed children at play, indoors and outside.
- The inspector held meetings with the owner and manager and conducted a joint observation with the manager.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took into account the views of parents and carers spoken to on the day and information included in the parent questionnaires.

Inspector

Shan Jones

Full Report

Information about the setting

Chappell Croft Nursery is privately owned and registered in 2000. It operates from a large three storey detached house in Worthing, West Sussex. The children are accommodated on the ground and first floors. Children use one play room and have access to an enclosed outdoor area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open 51 weeks of the year, Monday to Friday, 7.30am to 6pm. There are currently 84 children on roll. The nursery receives funding for the provision of free early education for children aged two, three and four. The nursery currently supports children with special educational needs and/or disabilities and children who learn English as an additional language. The nursery employs 14 members of staff; 13 of these hold appropriate early years childcare qualifications.

What the setting needs to do to improve further

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

- create attractive book areas in all rooms to improve children's interest in print and illustrations

- provide opportunities for babies to explore more natural resources.

Inspection judgements

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

Children enjoy attending this welcoming and friendly nursery. They take part in a broad range of interesting experiences which cover all areas of learning. Consequently, children make good progress towards the early learning goals. Staff interact well with the children and ask questions to promote their language and thinking skills. Resources within each playroom are appropriate to their specific ages and stages of development. They are arranged to make them easily accessible, and this enables children to explore and make their own discoveries. This results in a good balance between activities led by staff and those that children chose themselves. Parents are introduced to their child's key person from the onset, and this enables good partnerships to be forged. This helps children in their move from home to the setting. The systems in place to monitor children's progress are well established. They support staff as they observe and analyse what children can do. They effectively use this information alongside what they know children can do on entry.

They plan an environment that successfully promotes children's learning through play and exploration. This helps children make the best progress that is relative to their starting points and helps them get ready for school. Children who speak English as an additional language are supported through staff liaising with parents to identify keywords and using visual symbols. Children with identified special educational needs are comprehensively supported by knowledgeable staff working in partnership with a range of multi-professionals to ensure that their needs are effectively met.

Children are well supported in acquiring good communication and language skills as they engage in conversations with the staff and their peers as they play together. For example, through role play they act out familiar scenarios and experiences, such as caring and changing the dolls. Staff are effectively deployed to meet children's needs. They work at children's level at all times, giving good eye contact and lots of smiles and encouragement as they repeat the words they say, so that children hear them spoken clearly. This is particularly beneficial for the babies and the youngest children and means they are supported well with their emerging language. Children enjoy group story time and successfully predict familiar stories. However, books are not presented attractively in the rooms to fully foster children's interest in print and illustrations. Children have multiple opportunities to explore early writing and drawing skills. For example, children use pencils, draw patterns in sand and use chalk in the outdoor area. Children are building their knowledge of shape by using baby gyms, shape sorters, puzzles and a variety of construction resources. These resources help children with their problem solving skills. Babies and younger children have plenty of space to move around freely to encourage their coordination and movement. Some children are beginning to pull themselves to a standing position, and they have push-along walkers to help them balance and practice their walking skills. Babies are beginning to find a voice and discover new words as they sing songs and look at picture books. Staff repeat and focus on specific words, and some words are beginning to emerge. Babies and younger children love messy activities as they explore paint and create footprints. However, they do not consistently enable babies to freely choose from a range of natural materials. This means that at times, babies have fewer opportunities to explore using their senses.

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

Children are cared for in rooms according to their age and ability and supported well by staff, who know their individual care needs well. For example, the well-established key person system and effective information sharing amongst the staff team means that children's care needs are met very well. Positive and caring relationships between the staff and children result in the good fostering of children's personal, social and emotional development. Good health and well-being is well promoted through effective planning that ensures children benefit from regular access to the outdoor environment. The outdoor equipment promotes children's physical well-being and their enthusiasm for fresh air. Older children show they can negotiate space successfully as they carefully ride their bikes and cars outdoors. Children are provided with a healthy balanced diet that takes account of specific dietary needs and include a combination of lots of fresh fruit and vegetables, and hot meals that are freshly prepared. Children have their own named cups that they

can access for themselves throughout the day. They have a choice of water or juice, which the parents decide, to ensure they keep fully hydrated. Good hygiene practices are well implemented with children washing and drying their hands thoroughly before meals and snacks, after using the toilet and playing outside.

The nursery is well-resourced and children independently access their own resources and self-initiate their own play. Resources are of good quality and are age and stage appropriate, offering a range of learning experiences. They are stored in low-level baskets for babies, whilst older children access resources from open shelving. Children are well prepared for the next steps in learning. They are fully supported in their moves between rooms within the nursery. All children have planned visits as they move to the next room. These are well coordinated by the key persons in each room. They spend time with children to build up the visits to ensure their transitions are smooth and that attachments can be made with their new key person. Safety within the provision is monitored very well. Children are unable to leave unattended and the secure entrance prevents people entering without the knowledge of the manager or staff. Regular emergency evacuation is practised with the children, which ensures they are familiar with the procedures and raises their awareness and understanding of how to stay safe. Children learn to behave well because staff make it clear what is expected of them and why. For example, staff caring for older children explain about the importance of walking down stairs slowly and calmly to keep one another safe and prevent accidents. Consequently, children sensibly wait in line and give each other space as they descend the stairs on their way to access outdoor play.

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

Leadership and management is good. Since the last inspection the owner, manager and staff team have placed a strong focus on reflecting on practice and quality improvement to help the setting move forward. They demonstrate a strong commitment to ongoing improvement in order to drive forward positive changes in the nursery to benefit children. Actions from the last inspection have been implemented successfully. Safety precautions have improved and children benefit from a wider range of opportunities to enhance their literacy skills. Children are safeguarded and well-protected in the setting because staff have a good knowledge of the safeguarding procedures. Staff have attended safeguarding training and are aware of who to contact should they have a safeguarding concern. Children are well-supervised, and the staff are vigilant in ensuring that children stay safe. For example, staff ensure that the front door is open individually to each visitor. The manager is not included in the overall ratios so when staff are ill or unavoidably delayed she steps in to cover until additional staff are brought in. This means that she can maintain overall ratios and keep children appropriately supervised. Written risk assessments are in place for all areas of the provision and are regularly reviewed, which means that staff give a high priority to children's safety. A thorough record of accidents, medication and attendance are documented to further protect children and promote their welfare.

There are robust procedures in place for selection and recruitment of staff. When staff are

appointed they are supported through induction procedures, regular appraisals and supervisions, monthly staff meetings and by taking part in peer observations. All staff undertake statutory training and attend 'refresher' courses where appropriate, such as safeguarding children training. Staff have recently attended training on 'the prime areas in the early statutory framework' and 'meaningful marks making'. Staff ensure that any information gained on training is cascaded to other members of staff during staff meetings. This supports staff in identifying good practice and sharing knowledge with their colleagues. There is a special educational needs co-ordinator in place who attends regular training to ensure that children's needs are skilfully supported.

Staff are clear about their role and the importance of developing positive relationships with individual children and their parents. This ensures children form secure emotional attachments, and their individual care needs and routines are met effectively. Parents of young children receive a written account of their child's day and newsletters are issued regularly regarding forthcoming events. Parents express positive comments about the nursery. They describe staff as caring, welcoming and very approachable and feel the menus are excellent and offer children a great choice. Partnership working with other early years settings children also attend or will move onto is effective. For example, to aid children's move on to school staff provide a progress report for children's new teachers and invite them into the nursery to meet children so they can get to know them in a familiar environment. The planning and assessment systems, and the quality of teaching and learning are monitored, to make sure all children make good progress in their learning and development.

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	113424
Local authority	West Sussex
Inspection number	934279
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	46
Number of children on roll	84
Name of provider	Vivien Furlong and Derek Furlong Partnership
Date of previous inspection	30/07/2009
Telephone number	01903 234859

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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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