

Cbabiesafe Limited

12 Manor Road, Worthing, BN11 3RT

Inspection date

Previous inspection date

12/05/2014

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 have an inclusive and positive approach and, through their own enthusiasm, encourage children to take part in activities.
- Children are confident, motivated and enthusiastic learners because of the varied resources that staff provide and the individual support they receive during their play.
- Staff provide very flexible arrangements to meet individual family needs, and parents feel supported and have established good relationships with staff.

It is not yet outstanding because

- Staff do not always rigorously gather initial information about children's development to support their initial assessments of children's starting points.
- Staff sometimes miss incidents of unwanted behaviour, which hinders their opportunities to teach children about what is acceptable behaviour.

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 examined a sample of documentation, including policies and procedures and children's records.
- The inspector conducted observations in all rooms of the nursery and invited the manager to conduct a joint observation.
- The inspector spoke to staff and management at appropriate times during the inspection.
- The inspector observed the interaction between the staff and the children.
- The inspector spoke to parents.

Inspector

Clare Leake

Full report

Information about the setting

CBabiesafe Limited is one of two privately-owned nurseries, which registered as a limited company in 2013, although this nursery has been running since 2006. It operates from a converted house in Worthing in West Sussex. The premises consist of eight playrooms, a staff room, office and kitchen and toilet facilities. All children share access to two enclosed outdoor play areas. The nursery opens each weekday from 7.30am to 6pm for 51 weeks of the year, excluding bank holidays. The nursery supports children who speak English as an additional language. The nursery is registered on the Early Years Register, and the compulsory part of the Childcare Register. There are currently 59 children on roll aged from birth to five years. Children attend for a variety of sessions. The nursery employs 13 members of staff. Most of the staff hold appropriate early years qualifications, and two are currently undertaking training in childcare. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- strengthen systems for establishing information about individual children's starting points to support their learning and development
- review the deployment of staff to enable them to provide clear guidance for some children about what is acceptable behaviour.

Inspection judgements

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

Children are happy in the nursery and make good progress in their learning and development given their starting points. All planning is individual to the children and takes into account their interests and stages of development. As a result children are interested and staff meet their learning and development needs effectively. There are occasions however when staff do not find out about every child's starting points in relation to their developmental levels. This affects how efficiently staff are able to plan each child's next steps to support their learning.

Staff complete observations of children and collate this information to assess progress and plan interesting and focused activities for each child. This means that children are suitably challenged in their learning and development and staff provide effective teaching. Older children demonstrate high levels of motivation and interest. They know where different activities take place in the nursery and move freely between these for most of the session.

Children sing and strum along on guitars to their favourite songs enthusiastically, and wriggle, jiggle and jump in time to the music as they express their creativity.

Children demonstrate secure relationships with staff; they interact warmly with them and share their ideas. Children are confident talkers and older children hold stimulating and interesting conversations with their friends and staff. There is an extremely clear focus on helping children to acquire communication and language skills and on supporting their personal, social and emotional development in readiness for school. Staff skilfully use open-ended questioning to promote the children's learning and development. They ask purposeful and interesting questions with exciting and stimulating voices, giving the children time to respond. This leads to new creative ideas and experiences being shared and children comment on 'how busy they have been today'.

Children play enthusiastically in the imagination room and dress up in costumes such as police officers. They mimic arresting people and talk into imaginary radios. They use their imagination well and communicate happily with their friends, involving them in the different scenarios.

Younger children are beginning to use tools such as crayons and pencils to explore resources with their senses. They touch and handle resources to discover how things make a variety of noises and have different textures. An indoor slide provides opportunities for young children to develop their physical skills and begin to take controlled risks as the staff effectively support them.

Parents are kept informed about their children's learning and are invited in to the nursery for regular meetings to share progress and ideas for further learning for their children to support their good progress. Parents appreciate the flexibility as staff help to settle new children in, and this means that the views of parents are taken into consideration, and partnership with parents is good.

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

Staff and management work closely together to follow robust safety procedures to safeguard children in the event of an injury, accident or incident. This helps to effectively promote children's well-being and helps to keep them safe from harm.

Children are happy and settled at the nursery. Staff spent time getting to know the children and start to make observations to plan for their next steps in learning. Parents are involved in their children's learning and their views are sought, meaning that each individual child's needs are met. Children's behaviour is generally good. Although the required ratio of staff to children is met well staff are occasionally not deployed effectively. This means they are not always able to support some children's small incidents of unwanted behaviour to help them learn about boundaries and expectations. Nevertheless, children are polite and thoughtful. They use good manners when asking whether they can have more snack or drink. The older children develop good levels of independence as they pour their own drinks and serve themselves their lunch. This supports their personal,

social and emotional development and encourages the children to become independent and confident learners. Staff are good role models. They talk appropriately to the children in a kind manner and praise their efforts. Consequently, children form positive relationships with members of staff and their friends and their self-esteem and confidence is promoted well.

Children understand good hygiene routines and know why they must wash their hands after using the toilet and before eating. Children are well nourished and their health is fostered effectively. The chef provides a menu that is freshly cooked and enjoyed by all the children. Meal times are sociable occasions and children sit well together. Younger children are encouraged and supported to feed themselves so they begin to gain independence.

Children have daily use of outdoor play areas and opportunities for exercise and fresh air each day. Children enjoy the outdoor play activities as they move quickly around on wheeled toys and pretend to be pirates on the boat. They are energetic and manoeuvre themselves with great accuracy, showing skill and good control in their physical movement. Staff support the children well with their independence and to gain the skills needed to move on to their next stage in learning.

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

An experienced and close management team work together efficiently to meet all the requirements of the Early Years Foundation Stage. They take positive steps to safeguard children's welfare. Recruitment procedures are robust and include full vetting of staff to ensure their suitability to work with children. Staff are clear about their roles and responsibilities to safeguard children and meet all their needs. They fully understand the safeguarding policies and procedures of the nursery, and training is ongoing to enhance their skills further. Staff support children well with activities such as cutting as they sit next to the children and demonstrate appropriate ways to hold the scissors safely and cut along wiggly lines.

The majority of staff have completed first aid training to support them in their care of the children. The good use of risk assessments and daily safety checks help staff to ensure the nursery remains a safe and hazard-free place. Children enjoy playing with a varied range of resources both indoors and outside, enabling them to explore and investigate as they play.

The management team act as good role models for staff and actively monitor and support them to ensure they reach their full potential. Staff update their skills and knowledge through staff meetings and training sessions. This results in skilled and energetic staff, who have a genuine affection for the children in their care.

The provider works closely with staff to make positive links and meet children and parents' needs. Many staff are long serving which provides the children with good continuity of

care. The management team have clear ambitions to further improve the quality of practice. They use questionnaires to parents and detailed development plans to identify weaknesses in practice and give focus to what they want to improve to raise standards even further within the nursery for children.

Staff liaise well with parents and other professionals involved with the children and ensure that partnerships are fully embedded. Staff's approach to promoting children's education is demonstrated through the good quality teaching and support they provide for children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY468866
Local authority	West Sussex
Inspection number	940514
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	59
Name of provider	Cbabiesafe Limited
Date of previous inspection	not applicable
Telephone number	01903215020

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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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