

Maple Lodge Day Nursery

21 St. Botolphs Road, Worthing, West Sussex, BN11 4JS

Inspection date	28/10/2014
Previous inspection date	03/03/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy and feel secure within their environment because they have close relationships with their key person and other staff.
- Children behave well and play cooperatively with each other. They show high levels of independence during play and talk confidently about what they are doing.
- Partnerships with parents is effective. Systems are in place to ensure that parents are fully involved in their children's development.

It is not yet good because

- Staff do not interact effectively with children in order to support their language skills and to provide good levels of challenge.
- Staff are aware of the procedures to follow if they have child protection concerns about a child. However, they do not have an understanding of the procedure in place if an allegation is made about them.
- Displays and resources in the indoor and outdoor environment do not fully support children's mathematical and literacy development or their understanding of the routine of the day.

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 observed activities in the indoor and outdoor environment.
- The inspector spoke with staff and managers at appropriate times during the inspection.
- The inspector sampled children's development folders and the nursery's policies and procedures.
- The inspector took part in joint observations with the manager.
- The inspector spoke to parents to gain feedback on the nursery.

Inspector

Hannah Barter

Full report

Information about the setting

Maple Lodge Day Nursery originally registered in 1990 and re-registered under its current ownership in 2005. It operates from a large, detached converted house in Worthing in West Sussex. The nursery is open each weekday from 8am to 6pm, closing only for Christmas and bank holidays. All children share access to an enclosed outdoor play area. There are currently 100 children aged from six months to five years on roll. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The nursery is in receipt of funding to provide free early education for two-,three- and four-year-olds. The nursery employs 21 full-time members of staff, which includes the manager and deputy. Of these, 20 staff hold appropriate early years qualifications at levels 2 to 4. The manager has a degree in Early Years. The nursery also employs eight bank staff, of these five hold appropriate early years qualifications. The nursery is registered on the Early Years Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure staff consistently interact with all children in the indoor and outdoor environment to develop children's language skills and provide a good level of challenge for their learning
- ensure staff have a good understanding of the nursery's policy regarding the procedures to follow if an allegation of abuse is made against them, in order to safeguard children.

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

- enable children to be able to clearly see and use the visual timetables to support their understanding of daily routines.
- develop the use of displays and resources in the outdoor environment to support children's mathematical and literacy development more effectively

Inspection judgements

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

Staff gather useful information from parents before children start at the nursery. This enables them to have an understanding of children's interests and begin planning for them. Staff regularly observe children during play and keep a record of these, along with photographs, to track children's development. Overall, the activities planned for children cover the seven areas of learning and development. However, not all children make good progress because some staff do not have a secure understanding of how to promote all of these areas through good-quality teaching. Staff complete the required progress check for two-year-olds and effectively share these with parents so they are aware of their child's stage of development. Staff share children's next steps and explain these to parents which allows for further learning opportunities to take place at home.

Children enjoy exploring their environment and are confident in doing so. For example, children enjoyed exploring the sand, developing their physical capabilities. Staff suggested different utensils for the children to choose from and they confidently filled different containers which they then poured out to make sandcastles. Older children used spoons and sticks to dig for mini beasts in the garden, collecting their findings in a bowl. Staff showed enthusiasm when the children were searching, commenting 'Wow, what have you found?' and 'That is really good digging.' Staff asked children what else they could look for which encouraged the children to develop their critical-thinking skills and language development. Children found a ladybird and staff encouraged them to count the spots. The children watched the ladybird and confidently counted to 10 before it flew away. This positively extends children's learning. Children suggested a variety of bugs and staff further questioned the children by asking where they think they might find them. This develops children's curiosity, vocabulary and understanding of the world.

However, the quality of teaching is variable. Not all staff are skilled in challenging children's development or supporting their language development by interacting effectively. For example, babies played with cause and effect toys and tried to work out which buttons to press to make something happen. Staff supervised the children but did not offer good levels of support to challenge them and motivate each child to learn more about simple technology.

During the inspection, older children were confident in telling staff about what they were doing, explaining 'I am mixing colours and if I add purple it changes to a pinky colour.' Children confidently used paintbrushes and mixed different colours to make new ones. Staff consistently asked children what they thought would happen next and allowed them to make their own choices. However, staff did not challenge children's critical-thinking skills or language development by asking further open-ended questions. There were also times that staff were distracted by other children and therefore the focus children became dis-engaged. This means that learning opportunities are missed and children's current level of development is not effectively challenged.

Children understand that print carries meaning. They select their name from a group and place it in a box before serving themselves snack. Children throughout the nursery enjoy looking at books. Staff encourage younger children to feel the textures within books, which keeps them engaged. They also encourage children to develop early writing skills using the chalkboard. Some staff ask the children what they are drawing which encourages them to use their imagination and communication and language skills. In the

outdoor area, staff suggested drawing a road on the ground for the bicycles and cars to drive on. Children confidently used chalks to draw lines and staff asked the children to decide where they would like the road to go. However, there are no displays in the outdoor area to help children use as a reference to further develop their mathematical and literacy skills. Inside the nursery, visual timetables within the rooms are not displayed at the children's height or are obstructed by resources. This means that children's understanding of what happens next in their day is not always clear and therefore children's independence and understanding is not fully promoted.

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

Children are happy and confident because they have good relationships with their key persons and with other staff. This helps children to be sociable because they feel secure. Children know their key person well and turn to them for comfort if they are upset. The babies have a good relationship with the staff and confidently seek them out for support and cuddles. Staff have a good understanding of children's individual routines and settle them down to sleep when they show signs of tiredness. Staff take into consideration parents' requests as to how their children sleep, which means each child's individual routines are met.

Children behave well because staff are good role models. The children know what is expected from them and listen to staff's instructions. Children play cooperatively and work together to achieve an outcome. For example, in the outdoor area, children used large plastic blocks to make paths for their cars to go through. Children worked well and discussed which way the blocks should go and how many they should use, for example commenting 'Let's put one here and two over there.'

The rooms are bright and colourful and all resources are stored at a low level so that they are easily accessible. This develops children's independence and encourages them to explore. Children's artwork is displayed around the different areas which develops their self-esteem and sense of belonging as they see their efforts are valued.

Staff know how to keep children safe. They have a good understanding of how to protect children in their care and the procedures they should follow if they are worried about a child. Staff also teach children how to keep themselves safe. For example, staff supervised children effectively on climbing equipment and on the slide. Staff reminded children to 'climb carefully' and 'sit on their bottoms'. The staff conduct comprehensive risk assessments for the nursery and each room has their risk assessment displayed in the room. Children are encouraged to risk assess their environment which enables them to keep themselves safe and manage their own risks. Children's independence is also encouraged. Children know that they need to wash their hands before snack and mealtimes, and serve and pour their own drinks during these times. This also demonstrates their knowledge of good hygiene practices. Children benefit from a varied and nutritious menu which takes into account any particular allergies and dietary requirements to support their good health.

Older children are able to move freely between the indoor and outdoor environment to a decked area equipped with sand tray and different writing resources. This further develops their independence as they can decide where they play. All of the children have access to a large outdoor area, equipped with climbing equipment, slides, playhouses and ride-on toys. This supports children's physical development and encourages them to follow a healthy lifestyle. Older children happily run around in the open space, chase their friends and ride on bicycles and cars. Staff supervise the children appropriately and offer support if needed to help children to learn.

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

The management and staff have an adequate knowledge and understanding of the safeguarding and welfare requirements. The manager and a senior member of staff are the designated people for child protection and fully understand their roles and responsibilities. All staff have received safeguarding children training and this is updated on a rolling cycle. There is a clear child protection policy in place which is shared with staff and parents to help to ensure they are aware of the procedures in place. However, staff are unaware of the safeguarding procedures in place to follow if a child protection allegation is made against them. This has an impact on how well the nursery safeguards children's well-being.

Staff understand how to manage and record accidents and incidents, which means children are safe. Recruitment systems are thorough and staff suitability checks are in place to help the nursery protect children from any unsuitable adults. All new staff complete an induction programme to ensure they are fully aware of their roles and responsibilities within the nursery. Once employment commences, staff receive a supervision session after three months and then every six months which also includes a formal appraisal. During supervision sessions the manager discusses training needs and identifies strengths and weaknesses with each member of staff. The manager is aware of staff's strengths and weaknesses and deploys them appropriately to support learning opportunities for children.

The nursery has recently updated their self-evaluation form and clearly highlighted areas for improvement to raise standards further within the provision for children. The nursery also participates in the West Sussex Annual Quality Improvement Review which allows their early years advisor to advise them on any areas to improve. This enables the staff to evaluate their practice and form further action plans to work towards. Action plans are displayed around the nursery which helps to ensure that staff are aware of the improvements they are working towards. The management team and staff strive to improve and there are systems in place to support staff, however these are not always effective as staff's teaching practice is inconsistent.

The nursery has effective systems in place for communicating with additional early years settings, schools and external agencies. Forms are completed which state children's level of development, next steps and interests. Additional providers and schools are also invited

into the nursery to observe the children to support continuity in each child's welfare and learning. The nursery has a good relationship with external agencies and holds regular meetings for professionals to discuss strategies in place to further support the children. This means that all children are emotionally prepared for their next stage in learning and ultimately their move to school.

The staff have positive partnerships with parents. The manager invites parents to complete annual questionnaires which they use to improve the nursery provision for children. Parents are happy with the nursery and comment on how friendly the staff are. They say that their child's key person is their child's 'Nursery Mummy' and they feel confident in knowing they are safe and being well looked after. They know who their child's key person is and state how approachable they are. They are happy with the amount of information they receive about their child's development but also know that they can speak to the staff at other times if necessary.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY305801
Local authority	West Sussex
Inspection number	834164
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	65
Number of children on roll	100
Name of provider	Andrew Nigel Andrews
Date of previous inspection	03/03/2009
Telephone number	01903 236643

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

