

<b>Inspection date</b>	10 May 2016
Previous inspection date	27 May 2015

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Managers monitor and evaluate the quality of the nursery practices well. They have met the actions and recommendations from the last inspection effectively to help improve outcomes for children.
- Children arrive excited and ready to learn. They benefit from the good support from staff, who use their knowledge of how children learn to encourage their progress. Children become confident learners and are keen to develop their skills. They all make good progress in their learning.
- Staff build children's confidence and self-esteem well. For example, they offer plenty of praise when children manage their own behaviours in 'superhero' play.
- Staff help children to learn about the needs of others. They explore different family backgrounds and celebrate the cultures and customs of children who attend.
- Staff form strong links with parents, schools and other early years professionals. They regularly share information to provide continuity in children's ongoing care and learning.

### It is not yet outstanding because:

- Staff do not always use effective systems to gain information about children's individual needs and achievements from parents when children start, to help gain a secure understanding of their starting points.
- Children who prefer to learn outdoors do not always have the best possible opportunities to explore counting and numbers as they play and learn.

## What the setting needs to do to improve further

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

- build on the systems for gathering information from parents about children's development, to help staff plan for their individual needs more precisely when children start at the nursery
- make the best use of all opportunities for children to extend their counting and number skills, particularly for those who learn better outdoors.

### Inspection activities

- The inspector observed the quality of teaching in all children's base rooms.
- The inspector talked to staff about how they plan for children's individual learning needs and monitor their progress.
- The inspector discussed the nursery's policies and procedures with staff, including those relating to training opportunities, safeguarding and how to report any concerns.
- The inspector spoke to managers about how they make improvements to the nursery and how they monitor staff practice.
- The inspector spoke with parents at appropriate times throughout the inspection.

### Inspector

Janet Thouless

## Inspection findings

### Effectiveness of the leadership and management is good

The managers work closely with staff and parents to monitor children's progress and evaluate the strengths and weaknesses of the nursery. This helps them to set precise learning targets and raise outcomes for children. Managers lead the staff team well. Staff benefit from a variety of opportunities to develop and build on their knowledge and skills. For example, they attend training, such as on supporting two-year-old children's play'. They share this practice with others and it successfully contributes to children's achievements and well-being. Arrangements for safeguarding are effective. Staff clearly understand their role in keeping children safe and have a good knowledge of what they would do if they had concerns about their welfare.

### Quality of teaching, learning and assessment is good

Staff have a good understanding of children's needs, abilities and what they need to learn next. For example, they make precise observations and discuss children's progress with parents. Babies are well supported by staff. For example, they have opportunities for sensory play as they explore and investigate the different textures of paint, water and sand. Staff sing rhymes to help support babies' early communication and language skills. Staff interact skilfully with older children to support their thinking and problem-solving skills. They build children's confidence, for example, by encouraging them to think and talk about the changes that happen when water is mixed with flour. Staff plan activities to focus on certain skills, such as linking colours to objects and sounds to letters.

### Personal development, behaviour and welfare are good

The key-person system works well to help children to settle quickly and feel emotionally secure within the nursery. Staff know children's individual care routines and provide rest, play and food according to their specific needs. Children behave well. They are kind and courteous to one another and show respect for each other. Children develop independence, for example, they put on their own boots when preparing to go out on woodland walks. Staff teach children to have a good understanding of healthy lifestyles. Children have many opportunities to be physically active and they know the importance of making healthy food choices.

### Outcomes for children are good

Children are independent in their play and confidently explore their environment and chose resources to play with. They are enthusiastic and eager to learn. For example, children are effective communicators and use whiteboards to draw pictures and write words to tell stories. They excitedly write upside down under tables, which supports their literacy skills. Children acquire a wide range of skills to prepare them for the next stage in their learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY224991
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1015947
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	64
<b>Number of children on roll</b>	106
<b>Name of provider</b>	All Kids Ltd
<b>Date of previous inspection</b>	27 May 2015
<b>Telephone number</b>	01342 311757

All Kids Ltd nursery registered in 2002 and is situated in the Old Court House, in East Grinstead, West Sussex. The nursery is open each weekday from 8am to 6pm, all year round except bank holidays. There are 22 staff; of these, one holds qualified teacher status and 10 hold appropriate early years qualifications to level 2 or above. The nursery receives funding for free early years education for children aged two, three and four years.

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