

Inspection date	18 November 2016
Previous inspection date	22 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The manager continually develops her skills and consistently supports the development of the staff. She is enthusiastic about planned improvements that she identifies from reflecting on and evaluating practice regularly.
- Staff skilfully identify and follow children's interests. They provide children with learning experiences that they enjoy and happily share with other children. Staff lead by example and they have high expectations of all children.
- Children are confident and share their experiences with other children and adults. They talk to unfamiliar adults with ease and explain their ideas. Children behave well and are aware of the rules and boundaries.
- Staff engage well with parents. They build relationships that help parents feel confident about sharing any concerns they may have about their children. Staff meet with parents regularly to share children's progress and give ideas for home learning.
- Children make good levels of progress. Staff quickly identify those who need more support and adapt activities and experiences that they find too challenging.

It is not yet outstanding because:

- Occasionally, the needs of the younger children are not fully supported during larger group times and some activities do not fully engage all of the children.
- At times, during some daily routines, children are left waiting and this causes frustration to some children.

What the setting needs to do to improve further

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

- review the organisation of some group activities to help ensure all children make the most of their learning, particularly the younger children
- improve the arrangements for some daily routines to ensure children are not left waiting with nothing to do.

Inspection activities

- The inspector observed the children taking part in a variety of activities, outside and inside.
- The inspector spoke to parents to gather their views.
- The inspector sampled a range of documentation, including staff suitability checks and children's records.
- The inspector observed the children and the quality of teaching.

Inspector

Pippa Clark

Inspection findings

Effectiveness of the leadership and management is good

The manager uses regular individual staff support meetings to identify where practice improvements can be made, and she encourages staff to access appropriate training. The manager and all staff know who to contact if they suspect a child is at risk of harm. They have a good awareness of the signs and symptoms that help them identify child protection concerns. Thorough risk assessments to minimise hazards help keep children safe. Safeguarding is effective. The manager uses self-evaluation well to identify areas to improve and communicates this effectively to others. Parents are kept up to date about their children's progress and regularly meet with staff to discuss ways to support their children's development. The manager reviews and monitors children's progress effectively, including specific groups of children. She identifies any gaps and ensures staff address these with effective plans for children's individual learning needs. Additional funding is used well to encourage children's progress.

Quality of teaching, learning and assessment is good

The staff create a warm, welcoming and stimulating environment with a variety of activities that reflect children's interests. They encourage children to use their imagination. For example, they set up trays with a variety of resources that children use to recreate a favourite story. Children use maps to work out different routes and journeys. Older children develop a good awareness of mathematics. For instance, they confidently count how many children there are in the group and staff help them work out how many people are present in total. Staff help children understand the importance of healthy eating. For example, they talk to children about different food groups and the effects some foods may have on their bodies.

Personal development, behaviour and welfare are good

Children behave well. They play cooperatively and happily invite other children to join their play. For example, they negotiate together where to put the chairs that make up their pretend train. Children learn to respect other children's views and differences. For instance, they recall when they made different types of breads from around the world. Children use their creativity well and reflect on their own experiences, for example, when they pretend to swim in the sea and show each other different ways to swim.

Outcomes for children are good

All children are well prepared for their next stage in learning, including the move to school. Children are considerate, for example, as they take turns independently when using the umbrellas outside in the rain. They develop good independence. For instance, they pour their drinks, get actively involved in the preparation of activities and identify when tidying up needs to be done.

Setting details

Unique reference number	113775
Local authority	West Sussex
Inspection number	1061230
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	16
Number of children on roll	24
Name of registered person	David Emrys Liley
Registered person unique reference number	RP512965
Date of previous inspection	22 November 2013
Telephone number	01903 261220

The Nook Nursery registered in 1999 and is situated in the Salvington area of Worthing, West Sussex. The nursery opens from 8.30am to 5.15pm on Monday, Tuesday, Wednesday and Thursday, and from 8.30am to midday on Friday, during school term time only. The provider employs six members of staff, all of whom hold appropriate early years qualifications, including four staff with a level 3 qualification and the manager who has early years professional status. The nursery receives funding to provide free early education for children aged two, three and four years.

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