

# K2 Crawley Nursery and Pre-School



K2 Crawley Leisure Centre, Pease Pottage Hill, Crawley, RH11 9BQ

<b>Inspection date</b>	14 August 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- All children make good progress in relation to their starting points. They are helped to feel secure and they have good relationships with the attentive staff caring for them.
- Staff provide good support for children who speak English as an additional language. Parents are very complimentary about the quick progress that their children have made with their language development.
- Staff help children to behave well. They encourage them to learn how to play harmoniously with others. Older children show kindness towards their younger friends.
- Partnerships with professionals and other providers are strong. Information about children's care and learning is shared in detail to provide continuity.
- The providers and senior members of staff make good use of their qualifications to support children's learning well. They help staff to accurately assess children's progress and successfully implement teaching ideas to close any gaps in learning. They review the setting's practice, and parents' and children's views are valued in the process.

### It is not yet outstanding because:

- At times, staff do not always take the ages and abilities of some children into consideration, such as during some story sessions and when going into the garden. As a result, some children become slightly distracted and find it hard to concentrate.
- The monitoring of staff performance is not strong enough to clearly identify how individual staff members can raise the quality of their practice to the highest level.

## What the setting needs to do to improve further

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

- review and improve the organisation of some routines and group sizes when planning activities to make it easier for all abilities and ages to engage and benefit fully from purposeful learning experiences
- sharpen the focus on performance management so that staff have even more opportunities to build on their practice, to raise the quality of teaching to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with the providers, the staff team and children at appropriate times during the inspection.
- The inspector carried out a joint observation with one of the managers and discussed the impact on children's learning.
- The inspector looked at samples of children's records and planning documentation. She also looked at evidence of the suitability of staff working with the children.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

### Inspector

Maura Pigram

## Inspection findings

### Effectiveness of the leadership and management is good

The well-qualified management team has high expectations for the quality of the setting. Since registration, it shares its knowledge with less-experienced staff to help drive continuous improvements. The managers ensure that additional funding is targeted effectively to support children's progress. The arrangements for safeguarding are effective. Staff attend continuous training related to child protection to maintain their knowledge about how to keep children safe. They have a secure understanding of the procedures to follow if they are concerned about a child. Secure recruitment, induction and support procedures are in place. This helps to ensure that staff are suitable to work with children and understand their roles and responsibilities.

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

Staff have a good understanding of children's learning and development needs. They plan a wide range of activities. Children receive good support and opportunities to develop their creative and imaginative skills. For example, younger children enjoy mixing paints to decorate their paintings of butterflies. Staff follow children's interests and allow them to make their own decisions during their play. They skilfully follow their lead and extend children's language and ideas as they do so. For instance, older children concentrate for long periods during the construction of a 'castle' and problem solve as they go along. Staff caring for babies are very attentive to their needs and effectively support their emerging skills, such as standing and walking.

### Personal development, behaviour and welfare are good

The key-person system is effective. Staff ensure that they know about children's dietary needs and babies' home routines so that continuity of care is provided. Babies enjoy exploring in the soft-play area and smile broadly to staff as they learn how to negotiate different levels. Older children receive support to lead a healthy lifestyle and their independence is effectively promoted. For example, they confidently serve their own nutritious meals and skilfully pour their own drinks. Staff focus on helping children to gain an understanding of themselves and the similarities and differences with others. They enjoy exploring a map of the world together and discuss different countries where extended families live. Outdoors, children have opportunities to practise their physical skills. They learn to manage risks, such as successfully negotiating space to ride their bicycles.

### Outcomes for children are good

All children make good progress in their development and are well prepared for the next stage in their learning or school. This includes children who receive funded education and those who speak English as an additional language. Older children develop a good awareness of number recognition and the sounds that letters represent. They help themselves to books to support their early interest in reading.

## Setting details

<b>Unique reference number</b>	EY487274
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1011925
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Jacqueline Fallowfield-Cooper and Karen Jacqueline Haworth Partnership
<b>Registered person unique reference number</b>	RP521455
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01293 537066

K2 Crawley Nursery and Pre-School registered in 2015 and operates in the K2 Crawley Leisure Centre, West Sussex. The provider employs 15 members of staff. One of the managers holds early years professional status and, of the remaining staff, one holds a qualification at level 6 and 10 staff hold qualifications at level 3 or above. The nursery is open from 8am to 6pm on Monday to Friday, for 51 weeks of the year. The provider receives funding to provide free early education for two-, three- and four-year-old children.

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