

## Inspection date

13 February 2018

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

- Children benefit from a welcoming, well-organised learning environment. Staff check the playrooms carefully to help make sure that children play safely. Children enjoy spending time in the stimulating outdoor area in all weathers throughout the year.
- Staff are motivated and enthusiastic. They engage children well and make activities enjoyable. They plan experiences for children based on a good knowledge of their interests and abilities. Children make good progress in their development from their starting points.
- Children have positive relationships with the warm, caring staff team. Staff value each child as an individual and are sensitive to their emotional and physical needs.
- Managers are strongly motivated to provide a high-quality service. They regularly seek the views of staff and parents to help them identify areas to improve. They make changes that have a positive impact on children's experiences, such as successfully improving how they encourage children's independence at snack and meal times.

### It is not yet outstanding because:

- Staff do not consistently use highly effective strategies for supporting all parents to extend their child's learning at home, to help develop an even closer shared approach.
- Arrangements for monitoring individual staff performance and evaluating their practice are not highly rigorous and incisive, to help raise the quality of teaching to a consistently high level.

## 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 good partnerships with parents further, to provide more support for parents to extend their child's learning at home
- strengthen the systems for staff support and supervision further, to focus more rigorously and precisely on supporting individual staff to develop their practice to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to the manager, area manager, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled relevant documentation, such as evidence of staff suitability, children's records and the setting's self-evaluation.
- The inspector spoke to some parents and took account of their views.

### Inspector

Rebecca Khabbazi

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers complete robust checks of all staff to make sure they are suitable to work with children. They implement a very thorough in-house induction and training programme to help ensure that new staff are fully familiar with their role and responsibilities. Staff have a good understanding of child protection and know what steps to take if they have concerns about a child's welfare. Managers ensure staff effectively keep their safeguarding knowledge up to date, for instance, through regular quizzes and courses. There are positive relationships with parents, who speak highly of the nursery. Staff keep parents well informed on a day-to-day basis. They warmly welcome all family members into the nursery, for instance, to read stories or share their interests and skills.

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

Staff observe children closely to assess their developmental needs and monitor progress. They make sure children receive any extra support they need and work closely with any other professionals involved with the children. Staff support children's communication and language skills well. For example, young babies begin to practise signing as they listen to songs and stories. Staff successfully respond to children's interests and follow their lead as they play. For instance, children had great fun painting with sponges and staff supported them well as this progressed to making handprints. Staff plan exciting role-play experiences. For example, children were delighted to play in the fire engine made from a giant box.

### Personal development, behaviour and welfare are good

Staff are good role models and offer children calm, consistent guidance and support. They use effective strategies for helping children behave well, such as singing songs when it is time to tidy up. Staff support babies sensitively when they first start and as they move up through the nursery to join their older friends. Children learn to value different families and lifestyles. For example, they have opportunities to share their home traditions and celebrations. Children play outside every day and benefit from interesting physical challenges outdoors, such as climbing equipment. They enjoy joining in active games at group time and recognise the effect that the exercise has on their bodies.

### Outcomes for children are good

Children are confident and independent. They enjoy taking responsibility for tasks, such as serving their lunch, pouring drinks and managing their shoes. Young children happily explore their environment and investigate toys. Children communicate well and clearly express their wishes and needs. They develop strong social skills and confidently negotiate and take turns with their friends. Older children write their name and begin to recognise letter sounds. They are interested in books and listen attentively to stories. Children concentrate well on tasks and become absorbed in their play. They quickly gain the skills they need for their future learning and for starting school.

## Setting details

<b>Unique reference number</b>	EY494569
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1097744
<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 - 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	128
<b>Name of registered person</b>	Tinysaurus Nurseries Ltd
<b>Registered person unique reference number</b>	RP525949
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01273 465440

Littlesaurus Nursery registered in 2015. It is in Shoreham, West Sussex. The nursery is open from 8am to 6pm each weekday throughout the year. It receives funding to provide free early education for children aged two, three and four years old. There are 22 staff. Of these, 14 staff have relevant childcare qualifications, including two early years teachers.

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