

Selsey Community Nursery Cio

First Steps Childcare, Manor Road, Selsey, Chichester, West Sussex PO20
0SE



Inspection date	9 August 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- The manager and her staff provide a welcoming and stimulating environment indoors and outdoors to help children learn. They work closely with the trustee members to identify further areas to develop to help children to continually improve.
- Staff caring for babies show genuine warmth and care towards them. They are very attentive to their needs, which helps babies feel secure. Staff work closely with babies' parents to help ensure that they have consistency in their care and learning.
- Children have ample opportunities to practise their physical skills. For instance, they enjoy climbing on the outdoor apparatus and play running games. Babies enjoy discovering how to balance on the soft-play equipment. The covered outdoor play area helps to ensure children benefit from fresh air and exercise all year round.
- Staff have a close relationship with other professionals, such as teachers from schools where children are due to attend.
- Parents speak very highly about the nursery and say that their children's understanding of right from wrong has increased since coming to the nursery. Parents feel well informed about their children's learning and they have opportunities to share their children's achievements.

It is not yet outstanding because:

- At times, changes to the routine for younger children are not explained effectively to help them know what is happening next.
- Occasionally, staff do not take opportunities to provide the older and most-able children with enough challenge to extend their independence and learning further.

What the setting needs to do to improve further

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

- review and implement teaching opportunities to help the younger children adapt and understand changes to the routine
- provide the older and most-able children with an even greater level of challenge during activities, to further extend their independence and ongoing learning.

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 chairperson of the committee, the staff team and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and held a meeting with her.
- The inspector looked at samples of children's records. She also looked at evidence of the suitability of staff working with the children.
- The inspector spoke to parents and took account of their views.

Inspector

Maura Pigram

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Management and staff are secure in their knowledge about how to keep children safe. They know whom to contact if they are concerned about children's welfare. Staff know what to do if any accidents occur and how to minimise hazards to children. Their risk assessments are regularly reviewed and positive steps are implemented to help ensure children are safe. The management team follows secure recruitment procedures. Regular supervisory meetings with staff and trustee members help to ensure that they continue to be suitable for their roles. The manager is aware of staff's needs and their key children's development. Together, they identify any gaps in children's learning and development, and quickly address these. The management team encourages staff to continually attend training, to benefit children's learning. For example, a focus on songs and rhymes for babies has led to an increase in their eagerness to join in during singing sessions. This has a positive impact on their emerging language skills.

Quality of teaching, learning and assessment is good

Staff provide safe and stimulating environments for children. They know children well and provide activities that they know will interest them. For example, older children have fun taking part in group games and have ample opportunities to explore sensory materials, such as paints and dough. Babies enjoy exploring the wide range of resources available to them. For instance, they smile in delight when they discover how to use interactive toys. Staff use additional funding effectively to support the specific needs of individual children. For instance, the introduction of imaginative resources has had a positive impact on helping children to express their feelings and manage their emotions. Consequently, children concentrate effectively on other activities that staff arrange for them, such as singing games and story sessions.

Personal development, behaviour and welfare are good

Children and their parents are warmly welcomed to the nursery. The key-person system helps children to settle. Staff are aware of children's dietary needs. They teach older children good hygiene and the importance of having a healthy lifestyle. Staff encourage children to eat well and to try new types of food from the healthy food provided. Staff calmly manage any challenging behaviour. They provide children with lots of praise and consistent messages to help them learn right from wrong. Staff promote children's safety at all times, such as when they visit playgrounds to use large play equipment or go on walks to the beach.

Outcomes for children are good

Children gain essential skills that help them to prepare for their next stage of learning, such as starting school. They enjoy sharing books and drawing pictures using pencils and pens. Older children are developing independence in their personal care skills and find their own coats in preparation for playing outdoors. They recognise numbers and learn early mathematical skills during singing games. Younger children enjoy exploring soft-play equipment and master physical skills, such as crawling and walking, which help to support their independence.

Setting details

Unique reference number	EY556173
Local authority	West Sussex
Inspection number	10061102
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	0 - 8
Total number of places	80
Number of children on roll	120
Name of registered person	Selsey Community Nursery Cio
Registered person unique reference number	RP556172
Date of previous inspection	Not applicable
Telephone number	01243 603618

Selsey Community Nursery registered in 2014. It is situated next to the Selsey Community Centre in Chichester, West Sussex. It is open each weekday from 8am to 6pm for most of the year. The nursery is managed by a committee, which employs 18 members of staff. Of these, 12 staff hold an appropriate early years qualification at level 3 and three staff members hold a level 2 qualification. The provider receives funding for free early education for children aged three and four years. The setting also operates a holiday playscheme. It is open every weekday from 8am to 6pm.

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