

Perfect Start Day Nurseries Ltd



The Barn, Parkfield Way, Haywards Heath, West Sussex RH16 4QX

Inspection date	11 July 2019
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	Outstanding	1
Outcomes for children	Good	2

Summary of key findings for parents

This provision is good

- The leadership team is totally committed in its approach towards providing the highest-quality early years provision, a vision it shares equally with the dedicated staff team. Therefore, children benefit from a good introduction to their education and are developing skills for their future learning and readiness for school.
- The leadership team gathers the views of staff, parents and children. This then enables it to reflect on practice and identify further ways to maximise the learning environment and everyday practice. The children experience an excellent range of high-quality resources both indoors and outdoors.
- Children are making good progress given their starting points. Staff know their individual children well. They support them with enthusiasm and commitment that successfully inspire children in their individual learning. However, the manager has not fully considered how she can track and monitor the progress of a wider range of groups of children to further enhance their planning for children's learning.
- Staff provide a variety of interesting activities and experiences that children are eager to explore. Children are enthusiastic and keen to take part. However, the planning of some activities for older children does not enable them to take a full and active role, as occasionally there are too many children participating at one time.
- Staff in the baby room provide an extremely nurturing and gentle environment for babies. Staff use routines shared by parents so that babies sleep, play and eat at familiar times. Babies settle quickly and thrive, confidently separating from their parents.
- Partnerships with parents are extremely well established. Staff work closely with parents and offer them excellent support and advice. They involve parents fully in all aspects of their children's learning. Parents commented positively on the extremely nurturing settling-in-procedures and very informative starting packs.

What the setting needs to do to improve further

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

- improve the organisation of some activities for older children to enhance their enjoyment and learning
- build on systems for the tracking of children's progress to monitor more different groups of children more robustly.

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 senior management, the manager, staff and children at appropriate times throughout the inspection.
- The inspector carried out several joint observations of routines and activities with the manager.
- The inspector held a meeting with the manager to discuss self-evaluation.
- The inspector sampled a range of policies and procedures, including safeguarding, staff recruitment and risk assessments.
- The inspector spoke to several parents to seek their views on the service provided.

Inspector

Janet Thouless

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are confident about the procedures to follow should they have any concerns about the welfare of a child. The leadership team has effective recruitment procedures that help to ensure the ongoing suitability of the staff team. Staff value their induction and the ongoing support they receive, which ensures they clearly understand their role and responsibilities. The manager closely monitors staff and provides effective supervision and training. She monitors and reviews the quality of teaching and uses this information to set targets to drive ongoing improvement. For example, together the manager and staff identified a gap in mathematics for older children so introduced more resources, planned activities and spontaneous learning through everyday routines. These have helped older children to gain an even greater understanding and knowledge of mathematics in enjoyable and interesting ways.

Quality of teaching, learning and assessment is good

Staff know children well. They complete regular assessments of what children know and can do to help them plan a good range of interesting and challenging activities. Examples include opportunities for older children to experiment with different materials. For example, they become totally absorbed in watching changes that happen to cotton wool, natural sponges and shaving foam when water and food colouring are added. Staff provide a separate area to nurture in children a love for books. This supports children's imaginations as they discuss characters within the storyline and helps to widen their vocabulary. Staff provide an exciting range of sensory toys and activities for babies, which supports their investigation and exploratory skills. Staff talk to children about their home lives and experiences to help them consider the world around them. Children approach their learning positively and are motivated to learn.

Personal development, behaviour and welfare are outstanding

Staff nurture children's self-esteem and emotional well-being extremely well. Children develop exceptionally close and trusting relationships with key staff. Staff are calm and positive role models who give consistent guidance to children. Children learn to manage their own emotions and begin to understand the feelings of their friends, when, for example, they share and take turns. Children learn to adjust their behaviour accordingly. Children have ample opportunities to practise their physical skills. They enjoy participating in yoga and dance. They concentrate well when using an obstacle course and enjoy climbing on excellent outdoor equipment. Staff encourage children to do things for themselves to nurture their independence skills. Children confidently use a range of utensils, pour their own drinks, and select and put on clothing for outdoor play.

Outcomes for children are good

Children, including those who speak English as an additional language, are keen and confident to share their achievements with others. Many older children can write their names and show a developing interest as they recognise familiar words. Younger children enjoy initiating their own pretend play, confidently expressing their thoughts and ideas. Babies confidently explore an excellent range of resources. They show increasing control and giggle with delight as they crawl and take their first steps.

Setting details

Unique reference number	2508638
Local authority	West Sussex
Inspection number	10114558
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	83
Number of children on roll	67
Name of registered person	Perfect Start Day Nurseries Limited
Registered person unique reference number	2508637
Date of previous inspection	Not applicable
Telephone number	07932395668

Perfect Start Day Nurseries Limited registered in 2018. The nursery operates from premises in Bolnore Village, Haywards Heath, West Sussex. It opens from 7.30am to 6.15pm, Monday to Friday, all year round. The nursery employs 14 members of staff to work directly with the children. Of these, 12 hold appropriate early years qualifications. The nursery receives funding for free early education for children aged two, three and four years.

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