

Inspection of Welcome House Day Nursery

87 Grove Road, Chichester, West Sussex PO19 8AR

Inspection date:

21 November 2019

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The manager and staff plan this wonderful nursery extremely carefully to help children to feel secure, encourage independence and provide a wealth of rich learning experiences. Younger children begin their day very happily in their own calm and cosy room. They thoroughly enjoy spontaneous singing and dancing to music. Older children self-register by naming their coat peg. They choose from a vast array of board games and learn excellent social skills, as they sort and match shapes and colours. Children show great enjoyment and high levels of curiosity as they eagerly find the resources they need. They move freely between rooms and to outside, and manage their own play. Children remain focused for long periods and become deeply involved in their learning.

Children and families are warmly welcomed in this exceptionally supportive learning environment. For example, photographs and recordings of parents' voices are used to help children settle easily. The experienced and talented staff have high expectations of what children can do. They constantly encourage and challenge them, to extend learning further. All children, particularly those with special educational needs and/or disabilities, make rapid progress. Staff consistently model respectful behaviour and speak kindly to children. They help children to understand their feelings and the effect of their behaviour on others. Children's behaviour is impeccable.

What does the early years setting do well and what does it need to do better?

- The inspirational manager and well-qualified staff work together as an incredibly close and dedicated team. They learn from observing each other and constantly reflect together on their practice. They access high-quality training opportunities to help maintain and extend their already excellent skills. Raising children's outcomes is the sharp focus of training and reviews.
- The manager and staff recognise and support the individual developmental needs of children extremely well. They provide an exceptionally inclusive environment. Staff foster strong partnerships with parents and have especially close links with a range of other professionals. This helps to ensure staff have additional training if required, such as learning how to support children with autism spectrum disorder. Children receive the individually tailored care and learning they need.
- Staff nurture children's love of books extremely well across the whole nursery. Children find their own cushion to sit on and listen carefully to the extremely expressive story reading. They explore new vocabulary and become completely involved in predicting what will happen next. Children close their eyes to imagine how to put out the dragon's fire and confidently discuss how it could be done.
- Staff plan for children to explore learning using all their senses. For example,

children mix coffee and tea, finding the peppermint tea by smell, and carefully measure and pour the water they need. Children are inspired to touch and explore the collection of highly stimulating natural resources.

- Staff observe children's play extremely carefully and know exactly when to intervene to support or begin a conversation. They help children to be reflective and to make links which help them to consolidate their learning. For example, when painting pictures of faces, younger children are asked to think about people they know and compare hair colours. Older children identify the sounds of letters on cooking ingredient labels and remember a past shopping trip to buy the items.
- Children are encouraged to be independent and manage their own self-care. They do this extremely well. They quickly find warm clothes and boots to go in the garden on a cold day. They learn to manage their own risks. For example, children help each other to carry the large blocks they need for an obstacle course. They add planks to make bridges and test out how well they work.
- Superb opportunities are provided to prepare children for their move to the next room and for the eventual transition to school. Staff gradually increase the number of children in group activities, share school photographs and ensure children are familiar with their new surroundings. Children are confident, creative, and demonstrate extremely positive attitudes to learning. They gain the skills they need for future success.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are very vigilant in looking out for the signs that a child may show if they are at risk of harm. They know how to record and report any concerns. Staff discuss, at their weekly meetings, any support children and families may need so that all staff can give the same help and continuity of care. Staff are familiar with the whistle-blowing procedures and what to do in the event of an allegation against a member of staff. They are trained to recognise the signs that indicate a child may be at risk of radicalisation, along with the procedures to follow to seek advice and report concerns.

Setting details

Unique reference number	EY427635
Local authority	West Sussex
Inspection number	10128624
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	36
Number of children on roll	70
Name of registered person	Welcome House Day Nursery Ltd
Registered person unique reference number	RP902294
Telephone number	01243 783852
Date of previous inspection	29 July 2015

Information about this early years setting

Welcome House Day Nursery was established in 1992 and re-registered in 2011 in Chichester, in West Sussex. The nursery receives funding for the provision of early education for children aged two, three and four years old. The nursery opens Monday to Friday from 8.30am until 5.30pm for 48 weeks of the year. The nursery employs 14 members of staff. All hold appropriate early years qualifications at level 3 or above. The owner manager holds qualified teacher status.

Information about this inspection

Inspector

Sue Suleyman

Inspection activities

- The inspector completed a learning walk around the nursery with the manager to understand how the environment and curriculum are planned.
- The inspector observed the quality of teaching during activities both indoor and outdoors.
- Several parents gave their views to the inspector and these were taken into account.
- The inspector held a meeting with the owner manager, looked at relevant documentation and checked evidence of the suitability of staff.
- The inspector carried out a joint observation of an activity with the owner manager.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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