

Inspection of Norto5 KIDZ - Burgess Hill

West End Farm Pavilion, The Brooks, Burgess Hill, West Sussex RH15 8TR

Inspection date: 12 October 2021

| | |
|------------------------------|-------------|
| Overall effectiveness | Good |
|------------------------------|-------------|

| | |
|--------------------------|-------------|
| The quality of education | Good |
|--------------------------|-------------|

| | |
|-------------------------|-------------|
| Behaviour and attitudes | Good |
|-------------------------|-------------|

| | |
|----------------------|-------------|
| Personal development | Good |
|----------------------|-------------|

| | |
|---------------------------|-------------|
| Leadership and management | Good |
|---------------------------|-------------|

| | |
|--|------|
| Overall effectiveness at previous inspection | Good |
|--|------|

What is it like to attend this early years setting?

The provision is good

Children arrive happily. They independently explore the well-organised environment and the range of natural resources. They separate well from their parents, who drop them off at the entrance due to the COVID-19 pandemic. Those children who are new to the setting are given time to settle in. They are given time to explore the environment and their needs are responded to well. This has a positive impact on children's emotional well-being.

Children's education is delivered through child-initiated play. Children have opportunities to play freely between the indoor and outdoor spaces, where they enjoy exploring their natural surroundings. Children's curiosity and wonder are inspired by staff, who have high expectations for all children. For example, children delight in using the mud kitchen to mix herbs and spices to make pretend pies. Staff offer encouragement and support to those children who need it. They suggest looking at the cookbooks available to explore new foods and stimulate their imagination. As a result, children demonstrate positive attitudes to learning.

Children enjoy a healthy, cooked meal or packed lunch at lunchtime and ask to leave the table when they are finished. Children are encouraged to safely cut up their own food using their knife and fork and praised when they succeed. Older children talk about their favourite foods. For example, they tell their friends they 'like potatoes best'.

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

- Leaders provide staff with regular supervision. Staff are given the opportunity to discuss how they feel and how to develop their practice further. Leaders are committed to ensuring staff are aware of updates and changes. As a result, staff feel supported and understand their roles and responsibilities.
- The setting is in receipt of local authority funding and leaders offer parents flexibility on how they can use this. Leaders audit how additional funding is used and monitor the impact this is having on children's learning and development. As a result, children in receipt of additional funding benefit from resources and experiences that support them to be ready for the next stage in their learning.
- Parents' evenings have been paused due to COVID-19; however, these are due to restart again soon. Leaders are committed to building on their partnerships with parents. They have recently held a 'meet and greet' for parents to meet their child's key person. Information is provided on display boards for parents upon arrival and all policies and procedures are shared with parents when their children start. As a result, parents feel well informed about what is happening at the setting.
- Leaders are clear and passionate about their approach to teaching and the ethos

they follow is understood by all staff. Children's interests are followed and staff build upon what they know and can do when supporting them in self-chosen play. This helps children to develop their independence. However, some staff are not clear on what areas of learning they should be focusing on teaching children to do next. As a result, some children's learning is not being extended as much as it could be.

- Children have lots of opportunities to practise their physical skills. For example, they have access to the outdoor environment for most of the day, where they are given the opportunity to take risks. Children work together to agree the safest surface to place a plank of wood on. They then practise their balancing skills by walking across the plank and help others by holding their hands. Children enjoy regular outings to the nearby woodland, where they explore the natural environment.
- Staff provide a narrative for what children are doing to support their learning and engage them in conversation. For example, they talk to children about how hard the pumpkins are as they try to cut them. Once open, they take time to look at the seeds inside and talk to the children about how the seeds feel. Staff provide children with clear instructions to follow on how to make bird feeders using lard and seeds. Children create 'hedgehogs' with dough, spaghetti and pebbles. Staff talk to children about hedgehog spines and about how spiky they are.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to identify if a child may be at risk of harm and know how to report their concerns. Leaders are clear about the procedures to follow to report concerns to their local safeguarding partners. They know what to do if an allegation is made against someone working at the setting. Staff deploy themselves well to make sure children are well supervised. They carry out regular risk assessments to make sure that the environment is safe for all children. Staff support children to manage their own risk. For example, children are encouraged to clear up after any spillages to avoid accidents. Staff provide opportunities for children to negotiate risky play while being well supervised.

What does the setting need to do to improve?

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

- develop staff's understanding of what they need to teach children next, to ensure that all children's learning is extended.

Setting details

| | |
|--|------------------------------------|
| Unique reference number | EY461758 |
| Local authority | West Sussex |
| Inspection number | 10207516 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 1 to 4 |
| Total number of places | 25 |
| Number of children on roll | 30 |
| Name of registered person | Norto5 Limited |
| Registered person unique reference number | RP527187 |
| Telephone number | 0845 004 5226 |
| Date of previous inspection | 26 October 2016 |

Information about this early years setting

Norto5 KIDZ - Burgess Hill registered in 2010 and is based in West Sussex. The setting is open from 8am to 6pm, Monday to Friday, for 51 weeks of the year. There are three members of staff who have a level 3 qualification. There are six members of staff who have a level 3 qualification or above. The setting receives funding to provide free early education for children aged two, three and four years. It follows the Curiosity Approach to education.

Information about this inspection

Inspector
Pippa Clark

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector sampled documentation such as staff files, first-aid certificates and child files.
- The manager and the inspector took part in a learning walk at the start of the inspection to find out what the setting intends children to learn and how staff implement the curriculum.
- The inspector and the area manager carried out a joint observation to find out how the setting evaluates teaching.
- The inspector spoke to staff and children throughout the inspection and gained the views of parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021