

Inspection of Cranbrook Independent Nursery and Preschool

Clover Court, The Pavilion, Maidenbower Square, Maidenbower, CRAWLEY, West Sussex RH10 7QH

Inspection date: 2 December 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are greeted warmly by their key person and enter the provision happily. They enjoy a good range of activities, indoors and out. Children show high levels of well-being and develop good bonds with their key person. Babies confidently explore their environment and seek out staff for a cuddle. Children choose the activities that interest them and benefit from the encouragement and support from staff. Children behave well and are encouraged to be independent. For example, children as young as 16 months use big spoons to serve their lunch.

Children learn to respect each other and develop good social skills. For instance, the children in the pre-school room understand the idea of taking turns while their friend is being helped by a member of staff. Children who speak English as an additional language, and those with identified speech and language needs, are supported well. The use of props helps them understand and communicate their needs. Overall, children are good communicators. Older children engage in meaningful conversations and staff effectively use language to extend children's vocabulary. For example, at lunch time they talk about the importance of eating healthy food and children use good language to explain why eating vegetables is good for their body. The good progress that children make supports them to move to the next stage of their learning.

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

- Leadership and management are good. The manager reflects well on the quality of practice and is constantly looking at ways to improve. There are effective arrangements to support the professional development and well-being of staff. The manager carries out regular supervisions and one-to-one meetings and staff are highly motivated.
- Staff know their children well and plan effectively to support their development and learning. Staff follow the interests of children, providing activities that engage and challenge them. Children's independence is supported across the provision, for example during meal times. Children's attitude to learning is good, they know and understand the rules, take turns and share experiences and ideas with children and staff.
- Overall, staff competently support children's communication and language. Those working with the older children continuously talk to them and engage them in meaningful conversations. Staff listen well to children and recognise opportunities to expand their language and vocabulary, such as when children recall recent activities they have enjoyed, Staff in the baby room are affectionate and respond well to non-verbal cues, such as recognising when a child is becoming tired. However, at times, staff working with the toddlers do not pick up on the signals of the children who are not yet talking. For example, they did

not recognise that a child wanted to go outside, and, therefore, did not acknowledge the child's attempt to communicate.

- Partnership with parents is effective. Parents comment that they are kept informed of their children's progress and their day-to-day activities. Parent's views are taken into account and staff work closely with them to find out about children's interests, personalities and preferences.
- Staff are sensitive to children's emotional well-being when they first join and when they move between rooms. Settling-in processes are robust throughout the provision, particularly for babies. Staff encourage good behaviour through explanation and gentle reminders. They offer a lot of praise for children throughout the day.
- Group times for babies and pre-school children are positive experiences that are used well to promote children's learning. However, the organisation of group activities for children in the toddler room is not as effective. Staff do not recognise when children have lost interest and are struggling to concentrate.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team have a good knowledge and understanding of the policies and procedures to be followed in relation to safeguarding. Staff receive ongoing safeguarding training through staff meetings, supervision and online courses. They have a good knowledge of the wider safeguarding issues, such as the 'Prevent' duty, and know how to identify the signs of abuse. Staff feel confident and supported in reporting any concerns that might arise. They know who to contact and where to find the information to make a referral if needed.

What does the setting need to do to improve?

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

- support staff to more consistently recognise when children who are not yet speaking are indicating what they would like to do
- review the organisation of group times that include the younger children to more fully reflect their development levels.

Setting details

Unique reference number	EY330793
Local authority	West Sussex
Inspection number	10208810
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	to 4
Total number of places	84
Number of children on roll	134
Name of registered person	Childcare and Learning (Cranbrook) Limited
Registered person unique reference number	RP906909
Telephone number	01293 887533
Date of previous inspection	19 August 2016

Information about this early years setting

Cranbrook Independent Nursery and Preschool is one of six settings run by Childcare and Learning (Cranbrook) Group Ltd. It registered in 2006 and is situated in Maidenbower, near Crawley in West Sussex. The setting is open each weekday from 7.30am to 6.30pm, for 51 weeks of the year, only closing for bank holidays. The provider receives funding to provide free early education for children aged two, three and four years. The setting employs 13 members of staff. The manager holds a qualification at level 5 and 10 staff are qualified at level 3.

Information about this inspection

Inspector

Oshra Murphy

Inspection activities

- This is the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the interaction between staff and children.
- The manager and the inspector carried out a joint observation.
- Leadership and management discussion took place to consider the improvements since the last inspection.
- The inspector spoke with children, staff and parents at appropriate times during the inspection.
- A range of relevant documents were scrutinised.

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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