

# Inspection of Charlwood House Day Nursery

Charlwood House, Charlwood Road, Lowfield Heath, Crawley, West Sussex RH11  
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Inspection date: 9 March 2022

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

### The provision is good

Children are happy and secure when they arrive at the nursery. Babies are keen to explore and play with sensory resources available to them. As a result, they begin to develop their hand-to-eye coordination skills. Very young children thoroughly enjoy puppets and action songs. They clap, babble and gesture by way of joining in.

Children have opportunities to develop their language skills well. They participate and chant to familiar phrases from much-loved stories. Children delight in acting out 'We're going on a bear hunt' in the garden, pretending to walk through long wavy grass and snow storms. However, on occasions, staff ask children questions but do not always allow enough time for them to respond. Nonetheless, children show high levels of concentration as they participate in language booster sessions. As a result, they have expanding vocabulary.

Children show that they are confident and motivated to learn. Staff skilfully weave opportunities to support older children to learn about mathematical concepts. For example, children find out about number, weight and measures when following instructions so that they can make their own play dough. Children behave well and staff set high expectations for their behaviour. Staff empower children to have positive relationships with their peers and manage any issues they may experience. For instance, they teach children simple strategies to resolve minor conflicts.

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

- Leaders and managers reflect and evaluate the quality of the care and education at the nursery. On occasions, two-year-old progress checks are not consistently accurate. However, leaders and managers recognise this and have an action plan in place. This will enable them to identify other key priorities for development to drive continual improvement.
- The manager and the special educational needs coordinator work with families and other professionals very well. This ensures children with identified delays in their learning receive targeted support swiftly. Key persons implement strategies to help children catch up to reach their full potential. Consequently, children receive the support they need and make good progress.
- Staff support children to be respectful and responsible. Children are enthusiastic to demonstrate their knowledge through discussion about how they look after the nursery guinea pigs. They show confidence in how to handle them gently. As a result, children learn how to care for living things.
- Staff ensure that children develop their independence skills and learn the importance of self-care. For example, children serve themselves lunch and pour their own drinks. They independently wash their own hands and confidently

explain the need to clean their hands 'to wash away germs' or they will get ill. This means that children learn how to do things for themselves and contribute to their own good health and well-being.

- Children show positive attitudes to learning. They readily engage in circle times to share their views and ideas. Children learn that when they hold a teddy bear during this routine, it is their time to speak. Staff remind children to listen to their friends who are talking to show respect for one another. However, on occasions, staff ask children questions without giving them enough time to consider their answers and respond. Furthermore, some children can be overlooked due to more confident children who dominate group time discussions. Staff do not always ensure that quieter children have opportunities to gain the confidence to speak out during group activities.
- Leaders and managers conduct staff meetings and supervisions so they can share ideas and identify what training needs the team requires. This means they can identify opportunities to further enhance staff's practice. As a result, staff implement their good knowledge and skills to benefit the children in their care.
- Parents speak positively about the care their children receive at the nursery. They comment on the improvement in the quality of information they receive since the introduction of online applications, so they can communicate more quickly. Parents highlight that key persons are supportive and offer suggestions in how they can help their children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff complete training to keep their awareness of child protection issues up to date. They recognise signs and symptoms of abuse and neglect. The manager and staff have a secure understanding of wider safeguarding issues, including domestic abuse, online exploitation, radicalisation and extremism. The manager understands her role and responsibilities as the designated safeguarding lead. She knows the process to make a referral in line with local procedures if there is a concern that a child may be at risk. Leaders and managers have safer recruitment and vetting processes in place. This means staff who have access to children have their suitability assured.

## What does the setting need to do to improve?

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

- continue to monitor and support staff when completing two-year progress checks, to ensure parents receive an accurate picture about what their children need to learn next
- build on staff's questioning techniques so that they consistently give children time to respond and develop their language skills further

- develop staff's knowledge of how to support quieter and less confident children more effectively, particularly during group activities.

## Setting details

<b>Unique reference number</b>	EY267694
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10205505
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	120
<b>Number of children on roll</b>	116
<b>Name of registered person</b>	Charlwood Nursery LTD
<b>Registered person unique reference number</b>	RP521599
<b>Telephone number</b>	01293 565544
<b>Date of previous inspection</b>	10 August 2021

## Information about this early years setting

Charlwood House Day Nursery re-registered in 2018 and operates in Crawley, West Sussex. It is open between 7.30am and 6pm each weekday, all year round. The setting employs 21 staff, 17 of whom hold appropriate early years qualifications at level 2 or above. It receives government funding for children aged two, three, and four years.

## Information about this inspection

### Inspector

Sherrie Nyss

## Inspection activities

- This inspection was carried out as a result of a risk assessment following information received about the provider. The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk to discuss the curriculum priorities with the manager.
- The inspector carried out a joint observation to assess the quality of teaching.
- The inspector observed the quality of teaching during indoor and outdoor activities, and assessed the impact this has on children's learning.
- Tracked observations were conducted to assess what it is like for a child to attend the setting.
- The inspector spoke to children and parents and took account of their views and feedback.
- A range of documentation was reviewed by the inspector, including evidence of suitability, training certificates, accident and incident records and attendance registers.

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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