

Inspection of Norto5 Kidz - Station Close

Redwood Centre - Clair Hall, Perrymount Road, Haywards Heath, Sussex RH16 3DN

Inspection date: 4 April 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happily as they are greeted at the front door. Parents are not allowed into the setting following the COVID-19 pandemic. Therefore, staff take children into the main play area where they settle in quickly. Children have access to a large play space that staff set up daily. Staff follow the children's interests and set up a woodland area with a dinosaur tent. Children enjoy looking at books about dinosaurs and staff encourage children to count how many teeth the dinosaurs have.

Children enjoy practising their physical skills as they climb over large soft-play blocks. They understand the rules and expectations of the setting. For example, they know to tidy up before going outside or before taking part in activities, such as baking. However, staff do not consistently reinforce these messages or follow through with their expectations of the children. Nevertheless, on the whole, children behave well.

Children have daily access to a small outdoor terrace area. They enjoy building with bricks that have been arranged in a tray. Children are engaged and curious as they comment on the rain that has collected in the tray and made the bricks wet. Children are taken out onto the large playing field that is next to the setting and enjoy walks in the woodland area as they learn about the world around them.

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

- The newly appointed manager is implementing new ways to support staff development and their practice. She is introducing new systems to support and coach staff. However, these have not yet been embedded. Nevertheless, staff receive supervision and have the opportunity to identify any training needs and discuss professional development opportunities.
- The staff are all fairly new to the setting and are settling in well. The manager has moved across from another setting within the organisation and is making improvements. The recruitment processes are robust and all staff have completed their induction. Staff report that they feel well supported in their role.
- Children enjoy taking part in cooking activities. They learn about the source of the produce. For example, they know that milk comes from cows and eggs come from chickens. Despite the cake mixture not being cooked or eaten, staff do not reinforce hygiene procedures or support children's independence in managing self-care routines. As a result, staff's expectations of children are not consistently promoted.
- Children are offered a light breakfast upon arrival and eat this in the separate dining area. However, they do not have the opportunity to practise building their independence skills at mealtimes. For example, children do not spread their own

butter or pour their own drinks. In addition, children do not have their own plate of toast at breakfast and end up sharing plates with other children. This can cause issues with cross-contamination and does not follow safe hygiene procedures.

- The flooring in the dining hall is ripped and in poor repair. Although staff tape this down, it does not eliminate the risk of tripping. This also has an impact on how well children are protected from cross-contamination.
- Children generally behave well. They know to line up after they have finished their lunch and understand they must wear a coat outside. Children who have difficulty in regulating their behaviour are supported to help them to understand when they may have behaved inappropriately. As a result, children are learning about how to manage their feelings and behaviour.
- Parents generally feel happy about the care their children receive and know who their children's key person is. However, not all parents know what the focus for their children's development is, in order to support their learning at home.
- Staff monitor children's progress and plan activities based on their interests. They identify gaps in children's learning and refer to outside agencies where necessary. However, staff do not always ensure that the curriculum is ambitious for all children and does not always build on what they are capable of. Therefore, children lose interest quickly. This has an impact on the extent to which children engage in activities and the progress they can make in their development.

Safeguarding

The arrangements for safeguarding are effective.

The designated leads for safeguarding understand their responsibility to report any concerns they may have about children. They understand the local safeguarding partner's procedures, including the importance of acting promptly and in a timely way. Staff understand what to do if they have concerns about a child's welfare. They understand the procedure should an allegation be made against an adult working with children. The ongoing suitability of staff is checked regularly. The organisation have robust recruitment procedures in place. The staff carry out risk assessments to minimise risk. However, some areas of the environment need improving to ensure they are fit for purpose.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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implement better care practises and hygiene procedures to ensure that the risk of cross-contamination is kept to a minimum	04/05/2022
ensure that all areas of the premises used by children are fit for purpose and comply with health and safety legislation.	03/06/2022

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

- improve communication with parents to ensure they are aware of what their children are learning in order to support their children's learning at home
- develop the implementation of the curriculum to ensure that it is ambitious, sequenced, and builds on what children know and can do in order to maximise their learning.

Setting details

Unique reference number	2511259
Local authority	West Sussex
Inspection number	10230100
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	0 to 4
Total number of places	14
Number of children on roll	50
Name of registered person	Norto5 Limited
Registered person unique reference number	RP527187
Telephone number	0845 004 5226
Date of previous inspection	8 April 2019

Information about this early years setting

Norto5 Kidz – Station Close registered in 2018. It is one of four nurseries owned by Norto5 Limited. The nursery operates from a single-storey building in Haywards Heath, West Sussex. It is open each weekday from 7.30am to 6pm for 51 weeks of the year. Funding is accepted for the provision of free early education for children age two, three and four years. There are five members of staff who work with the children, including the manager. Of these, three members of staff have a relevant qualification.

Information about this inspection

Inspector
Pippa Clark

Inspection activities

- This was 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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector sampled relevant documentation.

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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