

Inspection of Chappell Croft Nursery

33 Christchurch Road, Worthing, West Sussex BN11 1JH

Inspection date: 11 May 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety, well-being and security are compromised. For example, the manager, who is the designated safeguarding lead (DSL), does not have a clear understanding of safeguarding processes. In addition, children are exposed to unnecessary hazards because the setting is not risk assessed thoroughly enough to ensure their safety. For instance, children have access to an unused area in the garden that has large hooks at child level and a large stone pillar. Gates in place to prevent children from accessing unsafe areas were found to be unlocked on two occasions during the inspection. This has the potential for serious injury. Despite this, the children show that they are settled, behave well and demonstrate positive attitudes.

Children who need additional support are identified but referrals are not made quickly enough to get them the interventions they need. Strategies are not put in place in good time to support those children to reach their highest potential. Children enjoy activities such as improving their small-muscle skills by scooping for treasure in a sand tray set up as a treasure island. Children also learn about the natural world by exploring stag beetles that they find in the garden, increasing their vocabulary, and learning about endangered species. Despite this, some staff lack an understanding of how to plan experiences and activities that build on what children need to learn next.

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

- The DSL does not have a secure knowledge of safeguarding procedures and practice. She has completed relevant safeguarding training and understands wider safeguarding issues, such as county lines. However, the DSL has failed to ensure that all the staff understand the procedures to ensure children are protected from harm. In addition, procedures around managing allegations against staff are not securely understood by the DSL or the staff.
- Managers and staff fail to recognise hazards or to take action to address them. Consequently, children's health and safety is at risk in some areas in the nursery, including the garden and the kitchen. Safety measures put in place to prevent access to the kitchen are not consistently adhered to.
- The manager, who is also the special educational needs coordinator (SENCo), is aware that there are issues with waiting times for outside agencies for children with special educational needs and/or disabilities (SEND). However, the SENCo does not have a secure system in place to ensure that those children do not fall behind. Some children with SEND are well supported with appropriate strategies in place and interventions from outside agencies, but this is not consistent.
- Generally, staff are knowledgeable about their key children's development. They plan next steps to support them for their next stage in learning. However, some

staff do not know their key children well enough to precisely plan experiences and activities to support their individual learning needs.

- Children show that they feel happy and secure, and they engage in positive interactions with their peers and staff. There are opportunities for the children to practise their independence skills, but this is inconsistent. For example, staff wipe the children's hands and faces with a flannel after lunch without giving children the opportunity to do it themselves.
- The manager uses the surrounding area to help children learn about life beyond the nursery, including visits to the museum, the park and the railway station. This is further supported by the cook. He supports the children's understanding of mealtimes, food preparation and the importance of eating together. However, the manager needs to support children's understanding of the wider world further by asking families about their cultures and celebrating diversity.
- Parents view the nursery highly and parent partnerships and communication are good. Parents are kept informed via social media, emails and regular meetings. They are provided with different types of packs to support home learning. For example, potty training baskets and a toy dog goes home with families and encourages children's language skills.

Safeguarding

The arrangements for safeguarding are not effective.

The manager, who is also the DSL, does not fully understand her responsibilities to keep children safe. She has not assured herself that staff have a secure understanding of safeguarding procedures. As a result, staff have weak knowledge regarding child protection issues. They are unsure who to report concerns to if they are worried about adults working with children. Furthermore, they are not clear about who they can refer concerns to in line with local procedures. Staff fail to complete risk assessments to minimise any potential hazards. They are too dependent on children 'knowing' not to enter unsafe areas. The manager follows effective safer recruitment procedures to check staff suitability to work with children.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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take action to ensure leaders and staff understand the setting's safeguarding procedures, including having up-to-date knowledge of safeguarding issues, and know how to respond to any child protection concerns in an appropriate and timely manner	01/06/2022
ensure staff responsible to take the lead for safeguarding improve their knowledge and understanding of all safeguarding matters, including allegation management, in order to provide support, advice and guidance to other staff when required	01/06/2022
implement a rigorous system for risk assessment to ensure the safety of all children and identify, remove or minimise all risks and hazards to children's health and safety	01/06/2022
take steps to ensure that documents that need to be in place for children with additional needs are reviewed and kept up to date regularly, so they receive precise and targeted support which includes strategies suggested from other professionals.	01/06/2022

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

	Due date
secure staff's knowledge of the quality of the curriculum to ensure that all children receive a broad and balanced education offer and receive the support they need to make good progress in all areas of learning and development	01/06/2022
take steps to support staff to develop their understanding of how to help children to manage and build on their independence skills	01/06/2022

ensure that children are supported to celebrate their uniqueness and diversity by incorporating their home languages and cultures in the setting.	01/06/2022
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Setting details

Unique reference number	113424
Local authority	West Sussex
Inspection number	10228169
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	1 to 4
Total number of places	50
Number of children on roll	94
Name of registered person	Chappell Croft Limited
Registered person unique reference number	RP535326
Telephone number	01903 234859
Date of previous inspection	30 November 2016

Information about this early years setting

Chappell Croft Nursery registered in 2000 and is based in Worthing, West Sussex. It is open from 7.30am until 6pm, Monday to Friday, all year round. There are 16 members of staff. Of these, eight hold a relevant childcare qualification at level 3. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Astellla Chapman

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 provider and has taken that into account in their evaluation of the setting.
- The inspector looked at and discussed documentation in relation to safeguarding, risk assessments, registers and complaints.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The manager and the inspector took part in a joint observation. The inspector asked staff questions about their work and spoke and interacted with children during the inspection.
- 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 carried out a joint observation of an activity with the manager.
- Parents shared their views on the setting with the inspector.

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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