

Inspection of Shoreham Day Nursery & Pre-School

Middle Road, Shoreham-By-Sea, West Sussex BN43 6GA

Inspection date: 31 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children are extremely happy and content in the setting. They flourish in a very caring, empathetic and sensitive environment. Staff know the children incredibly well, using information from their parents and other carers to provide them with a highly effective approach to their care and learning.

Children make close friends with each other. They freely move from one room to the other, using the social skills shown by the older children to support their interactions, cooperation skills and negotiations in their play. Young children feel safe and secure in their own environment and develop the confidence to venture further to other spaces.

Children thrive in the outdoor play area. They discover how things grow and the impact nature has on their play. For example, they talk about how the plants are growing because it has rained recently. They explore natural materials that enhance their understanding of their senses. For example, smelling the oranges in the water and discovering the changes the water has made to the oranges. They are eager to learn and show determination to complete activities and play to their satisfaction. Children are developing the skills they need in readiness for the next stage in their learning.

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

- Children feel good about their achievements. They celebrate what they have discovered and learned with their peers. Children develop close and loving relationships with staff, happily sharing their thoughts and experiences. Staff endeavour to help children to feel good about themselves with a cuddle, a cheer and a clap.
- Children play in a safe and secure environment. They freely choose where to play and how to play. Staff encourage experimental and explorative play. For example, children show a keen awareness for bugs and small creatures. They discover a woodlouse under the step and enthusiastically explore this further, gathering them together, sharing their observations with each other. They help their peers to understand about the care that they need.
- The management team recognise staff's strengths and areas for improvement. They work as part of an effective team, constantly engaging with children, playing and learning alongside them. Staff show an eagerness to develop their skills and increase their knowledge. However, children receive some inconsistent approaches to learning. Most children have extremely positive, purposeful engagement and interactions from staff, with a clear knowledge of how to promote their next steps through the play environment. Whereas, this does not happen in all areas of the nursery. Staff do not provide a consistent approach to

fully meeting children's needs.

- Children learn to take care of their own needs. Pre-school children are very independent in their self-care skills. They immediately wash their hands after messy play, toileting and before eating and drinking. They eagerly anticipate mealtimes, chatting openly to each other about what is for lunch. Babies and toddlers have very effective support to develop their independence. They find their coats and confidently ask for help. Staff introduce new skills and strategies to help support children's ever growing confidence to do things for themselves.
- Parents make extremely positive comments about the care and learning their children receive. They feel reassured to leave their children and recognise their achievements through information gained, photos and verbal contact with their key person and management.
- Children's speech and language is continuously and effectively supported. Staff use repetitive speech for younger children to help develop their confidence to speak and to communicate their needs. They use gestures, simple signs and expressions to communicate their needs. Staff respond with simple signs to reassure and question their requests. Older children use complex vocabulary throughout their play. Staff introduce new words, such as 'protection' and 'habitat'. Children are later heard using this terminology to show their understanding of their new words.
- Children with special educational needs and/or disabilities receive sensitive and personal care and attention to allow them to develop to their full potential at their own pace. Staff recognise the importance of consistent approaches throughout the setting and share information successfully to help children on their onward journey to school.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust knowledge of procedures to follow if they have a concern about a child in their care. They understand and recognise the signs and symptoms of child abuse. They work tirelessly with other professionals to provide children with a consistent approach to their welfare and physical and emotional well-being. Clear procedures are in place to ensure staff are suitably checked, experienced and qualified to care for children. Thorough risk assessments are carried out to provide children with an environment where they can freely explore. Children learn to keep themselves safe by listening to instructions from staff and developing an understanding of their own physical abilities.

What does the setting need to do to improve?

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

- strengthen staff knowledge and skills to effectively deliver high-quality learning

opportunities across all parts of the setting.

Setting details

Unique reference number	EY481042
Local authority	West Sussex
Inspection number	10219861
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	0 to 5
Total number of places	58
Number of children on roll	86
Name of registered person	The Nursery Family Ltd
Registered person unique reference number	RP905756
Telephone number	07980586622
Date of previous inspection	16 August 2016

Information about this early years setting

Shoreham Day Nursery & Pre-School is one of six privately owned nurseries under the same ownership. It registered in 2014. The setting is open each weekday from 8am to 6pm, all year around, except bank holidays. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 11 staff; of these, two hold a qualification at level 6 with a further five staff holding a level 3 qualification.

Information about this inspection

Inspector

Claire Parnell

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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