

# Inspection of Norto5 Kidz Academy - Lindfield

The Pavilion, Backwoods Lane, Lindfield, West Sussex RH16 2EB

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Inspection date: 22 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children come into the setting happy and ready to learn. They are pleased to see the familiar staff and quickly find their friends and start to play. Children form close friendships with each other. They excitedly suggest 'let's work together' when they solve puzzles. Children behave well and demonstrate confidence when talking to visitors. They are comfortable in the care of the staff team, who are friendly and caring. Staff have high expectations for children's learning. They embed a curriculum that builds on children's natural curiosity and desire to learn.

Children use magnets to construct, sharing their ideas of what they are going to build. They use different shapes to build structures of houses, experimenting with the different ways they can connect the magnets. They show high levels of concentration in the activities that they choose and develop good problem-solving skills. Children immerse themselves in sensory play, transporting water into a tray of dried cereal and cocoa powder. They use the mixture to pretend they are creating potions. Children fill, empty and pour using colourful containers. They develop good imaginations. Children express their creativity and show a love of music. For instance, they dance and wiggle as they strum guitars and shake shakers.

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

- Staff plan activities based on the children's interests. This leads to children being engaged and focused in their learning. They interact with children to support their learning, using spontaneous opportunities to teach children. For instance, when children complete a wooden number puzzle, staff test children's knowledge of numbers asking them what number comes next.
- Staff observe children playing and adapt activities according to their individual needs. However, the manager has not securely implemented systems to monitor children's progress and identify their next steps. This means activities are not consistently planned to help children make the best progress.
- Children understand the routine of the setting well. They follow instructions from staff, such as placing their hands in the air to show they are listening. Children help to tidy their environment in preparation for the next activity. They wash their hands before mealtimes which helps to keep them healthy. Children benefit from spending ample time outside in the fresh air.
- Staff provide children with interesting and varied mark-making activities. For example, they give children paint and toothbrushes to use on a clear easel. Children carefully experiment by mixing the colours and making marks. This supports children to develop their small-muscle skills needed for writing.
- Staff speak highly of the manager. They feel well supported by her and describe how happy they are to be part of the team. Staff receive regular supervision to

support them in their role. The manager is committed to the well-being of her team. She has recently qualified as a mental health first aider to enhance the support for staff and parents.

- Parents speak positively of the setting and comment on how happy their child is to attend. However, some parents do not yet know who their children's key person is and have not received information relating to their learning and development. Therefore, there is not a collaborative approach to children's early education.
- Staff provide children with opportunities to develop their independence. For example, at snack time children are given knives to practise cutting their bananas. Staff give positive encouragement to children to try foods, explaining that their taste buds may have changed. Staff teach children how to keep themselves healthy, such as reminding them to drink water and wear hats in the sunshine.
- Staff share stories with children to help prepare them for moving on to the next stage of their education. As they read, they ask children questions and give children opportunities to talk about their previous experiences. These conversations help to develop children's communication and language. Children enjoy using the pictures in books to retell the story. They confidently recall key phrases that they remember.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff team have a good understanding of how to safeguard children. They know what signs and symptoms may indicate a child is at risk of harm. Staff have a broad understanding of safeguarding issues, such as female genital mutilation. They complete regular training to keep their knowledge up to date, and the manager regularly poses questions to staff to test their knowledge. The manager has embedded robust recruitment procedures to ensure that all adults working with children are suitable. Staff complete visual risk assessments to ensure the environment is safe for children to use.

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

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

- strengthen partnerships with parents to provide them with more information about their child's progress and help them to support children's continued learning at home
- sharpen how children's learning is monitored to clearly identify their next steps for learning and consistently incorporate these into teaching.

## Setting details

<b>Unique reference number</b>	2561737
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10221681
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Norto5 Limited
<b>Registered person unique reference number</b>	RP527187
<b>Telephone number</b>	0845 004 5226
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Norto5 Kidz Academy - Lindfield registered in 2019. It is located in Lindfield, West Sussex. The setting is open Monday to Friday, from 8am until 6pm, all year around. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs three members of staff, all of whom hold relevant early years qualification at level 2 and above.

## Information about this inspection

**Inspector**  
Jade Orosz

## 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 pre-school.
- The inspector observed the interactions between staff and children.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to several parents during the inspection and took account of their views.

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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