

Inspection of Nook Nursery

10 The Glen, Worthing, West Sussex BN13 2AB

Inspection date: 24 May 2022

Overall effectiveness	Inadequate
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The quality of education	Good
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

Arrangements to determine the suitability of staff are not sufficiently robust. The provider has not completed suitability checks on new employees, which compromises the safety and well-being of children. However, there are good arrangements in place to promote children's learning and development. Children are happy and eager to attend the setting. They separate from their parents quickly and are excited to see what the day brings. Children benefit from well-planned activities designed to meet their individual needs. For example, children develop their hand-to-eye coordination and physical strength as they manipulate and squeeze play dough. They express their creativity through activities, such as using feathers and pipe cleaners to decorate the dough.

Children begin to learn the language of emotions. For example, staff talk to children about different feelings, and they copy the facial expressions on picture cards. Children are at the early stages of understanding the behavioural expectations within the setting. They are kind towards their friends and, when supported, they share resources well. Children delight in water play and show high levels of engagement. They fill spray bottles and containers, pretending to make perfume and 'potions'. They concentrate intently on discovering the best method for filling the bottles and work collaboratively with their friends to share their ideas. Children develop their independence skills well. For example, during snack time, they spread butter on their bagels and pour out their own drinks.

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

- The provider does not complete robust recruitment and vetting checks to ensure all adults working with children are suitable. For example, they have not obtained the necessary identity checks and an enhanced Disclosure and Barring Service check for all adults working with children. This leaves children vulnerable and at risk of harm.
- The manager and staff have high ambitions for children and plan an exciting curriculum that supports children to make good progress. They focus on helping children to develop their physical skills, and communication and language, as a foundation for future learning. Staff share stories with children that are engaging and interactive.
- Parents say they are happy with the care provided and the progress their children are making. Parents report that they get feedback on what children have enjoyed during the day. Staff share some information with parents about children's levels of development. However, some parents are not always clear on what is planned next for their child's learning and how they can support children's learning at home.
- Staff are highly skilled at supporting children with special educational needs

and/or disabilities. They adapt activities to ensure children are included. Staff use sign language to support non-verbal children and work collaboratively with other professionals. This leads to good outcomes for all children.

- Overall, the manager is knowledgeable and passionate. With the exception of the recruitment arrangements, she evaluates her provision effectively and strives to continually improve. She ensures additional funding is spent to benefit children. For example, she used funding to provide children with the opportunity to hatch chickens, which created many opportunities for learning and discussion.
- Staff feel well supported and receive regular supervision from their manager. They engage well in professional development opportunities that help to enhance their teaching skills further. For example, staff have attended training on approaches to teaching children mathematics. This has strengthened their knowledge and led to them improving their curriculum for mathematics.
- Staff target support for children to manage their feelings and to understand how to behave, using positive strategies. However, on occasion, staff expectations are not fully clear. For example, when children are asked to tidy up, they run and hide. Staff do not reinforce their expectations and encourage children to join in.
- Staff support children's knowledge of how to keep healthy. At lunchtime, children are encouraged to start with the most nutritious part of their lunch. This prompts discussion about healthy eating. Children develop good personal care skills, such as handwashing. Staff build children's confidence and self esteem through regular praise and encouragement.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has not followed robust recruitment procedures when employing new staff. She has not completed checks to ensure that all staff are suitable to care for children. This does not sufficiently ensure children's safety. All staff have a secure understanding of the signs and symptoms that could indicate a child is at risk of harm or abuse. They know the local safeguarding partnership procedures to follow to report concerns about children's safety or welfare. The manager ensures staff refresh their training to keep their knowledge up to date. Staff help children to learn about how to keep themselves safe online. Staff supervise children at all times and ensure the building is safe and secure.

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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obtain an enhanced Disclosure and Barring Service check for all staff working with children and ensure a robust recruitment procedure is followed to verify the suitability of staff.	24/06/2022
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To further improve the quality of the early years provision, the provider should:

- support staff to be clearer and more consistent when helping children to learn how to behave well
- provide parents with even more information about their child's progress and help them to support children's continued learning at home.

Setting details

Unique reference number	113775
Local authority	West Sussex
Inspection number	10228171
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	16
Number of children on roll	24
Name of registered person	Liley, David Emrys
Registered person unique reference number	RP512965
Telephone number	01903 261220
Date of previous inspection	18 November 2016

Information about this early years setting

Nook Nursery registered in 1999 and is situated in the Salvington area of Worthing, West Sussex. The nursery opens from 8.30am to 4.30pm, Monday to Friday, during school term time only. The provider employs four members of staff; all hold appropriate early years qualifications. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Jade Orosz

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to the inspector 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 a group activity with the manager.
- The inspector looked at 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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