

Inspection of Chantry House Nursery

Chichester Gate, Terminus Road, Chichester, West Sussex PO19 8EL

Inspection date: 23 June 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

Children happily engage in their play and learning at the nursery, and they receive the individual support they need to separate from their parents. However, there are significant breaches of requirements, and this does not ensure children's health, safety and welfare. Staff do not consistently risk assess effectively and procedures for fire safety and sleeping children are not robust. The manager has a clear and effective vision for what she knows children need to learn next. She fully understands how to provide a challenging curriculum for all children. This includes those who speak English as an additional language and those with special educational needs and/or disabilities.

Toddlers show clear resilience and perseverance. For example, they develop the skills to pedal the bikes, beginning with turning the wheels half way. If children accidentally fall, they bounce back to their feet independently or with gentle support and encouragement from staff who are always on hand. Older children show great interest in outdoor play and exploring in the mud kitchen. For example, they made pizzas for staff and explained all of the toppings. Staff extended their learning, engaging them in discussions about their favourite pizzas. Babies show awe and wonder, such as when they watched bubbles float down and attempted to catch them. They were delighted as they touched them and copied staff who were saying 'pop, pop'. Babies also thoroughly enjoy singing and musical sessions. This supports their physical development and musical appreciation.

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

- Staff complete risk assessments, however, these are not effective in ensuring that children access activities that are appropriate. For example, they did not clean the water tray in the outdoor area, so even once refilled with clean water it was still dirty. Children then played in the water and placed items in their mouths. Also, children in the toddler room ate lunch in the dark with the lights turned off, making the room visibly dark. This is of significant concern due to the risk of choking and staff not being able to see if this is happening. These aspects do not ensure that staff maintain children's health and safety at all times.
- The provider has not explored how the use of pushchairs impacts on their fire evacuation procedures when toddlers are sleeping. It is unclear how staff would facilitate a prompt evacuation during these times. This is due to the numbers of sleeping children and the way in which staff set out the sleep area. This does not ensure children's safety in the event of a fire.
- Babies sleep in accordance to their individual needs and routines. However, the area of the premises they use as a cot room is extremely bright and not conducive to sleep. Sometimes, staff struggle to enable children to fall asleep quickly and have not explored whether this part of the premises is suitable for

purpose.

- The provider does not ensure that bedding is in good condition and suited to the age of children. For example, children sleep on old and dirty cushions and pillows without any clean bedding. This compromises children's health and safety. Also, some older children in the toddler room have to lie down after lunch, even though some do not sleep. The provider has not reviewed processes for this age group to ensure that this meets their individual needs or maximises their learning opportunities.
- Staff sometimes answer questions that they ask children without giving them time to think through and respond themselves. They also sometimes dominate during their discussions with children and ask too many questions in succession. This does not consistently enhance children's communication and language development.
- Staff plan and undertake training opportunities that they know will support the learning of their key children. For example, they complete courses in support of children who speak English as an additional language. This enables them to offer effective and well targeted support for children's learning needs.
- Staff readily embrace children's cultures and heritages. They work with parents to understand key words in children's home languages and to plan to celebrate festivals that are pertinent to the children. They also adapt the menu to include foods that children are used to eating. This enhances children's sense of belonging and also helps them learn about similarities and differences.
- Staff make sure that they give children advance notice of changes to their day. This means that children are able to conclude their play in their own time. All children, even the babies, play an active role in tidying away their resources. They show a clear understanding of where to put their items and work together at this task.
- Staff show great skills as they interact with older children during planned activities. For example, following their interest in the marble run, they made a giant marble run in the garden. Children demonstrated that they work as part of a large group and use their mathematical knowledge to solve problems.
- Partnerships with parents are good. Parents speak highly of the communication from staff and of the support for their families during the return from lockdowns due to the COVID-19 pandemic. For example, enabling a child to visit his pre-school room for a very short time gave them the confidence to return.
- The manager effectively supports staff well-being, such as through schemes, including staff member of the month, which all staff participate in. They hold regular staff meetings to discuss good practice and share knowledge.

Safeguarding

The arrangements for safeguarding are not effective.

The weaknesses in safety and risk assessment compromise children's health and welfare. However, staff have a secure knowledge of child protection and the processes for making referrals if they should have a concern about a child or adult. They have a good awareness of safeguarding, including different cultural practices.

The manager follows safer recruitment procedures to ensure that staff are and continue to be suitable to work with children. Children develop a secure understanding of their behaviour and that of others. For instance, staff effectively ask 'Is that safe?' when children climb on something, making them think about consequences to their actions.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that staff take all reasonable steps to ensure that children are not exposed to risks and that risk assessments are completed effectively	01/07/2022
ensure compliance with fire safety requirements, specifically relating to effective fire evacuation procedures when children are sleeping	01/07/2022
ensure that the premises and environment are organised in a way that meets the needs of children, with particular regard to a baby's cot room that is conducive to sleeping	01/07/2022
ensure that bedding is in good condition and suited to the age of children.	01/07/2022

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

- revise procedures for older children in the toddler room in respect to whether them needing to rest and/or sleep is meeting their individual needs or is simply nursery routine
- build staff's understanding of the importance of giving children time to respond to questions they pose.

Setting details

Unique reference number	EY363997
Local authority	West Sussex
Inspection number	10206009
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 4
Total number of places	60
Number of children on roll	94
Name of registered person	Ward, Kathryn
Registered person unique reference number	RP904462
Telephone number	01243 788 727
Date of previous inspection	20 October 2016

Information about this early years setting

Chantry House Nursery registered in 2007. It operates in Chichester, West Sussex. The nursery is open each weekday, between 7.30am and 5.45pm, all year round. The setting employs 12 staff who work directly with the children. Of these, nine hold early years qualifications at level 3 or above. The setting receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Helen Penticost

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 the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation with the manager, spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.
- 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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