

Inspection of Elan Nursery

59 Perrymount Road, Haywards Heath, West Sussex RH16 3DR

Inspection date: 24 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children settle well at the nursery. Staff plan their settling on an individualised basis, which supports children's emotional well-being and helps them to feel safe in the staff's care. Staff readily recognise when children need reassurance and emotional support. For instance, they respond promptly to babies when they indicate they would like their teddy comforter, and swiftly access this for them. This enables babies to feel secure and content. Children learning more than one language and those with special educational needs and/or disabilities receive effective support. Staff promptly assess children's development and work with parents and other professionals, when required. Staff offer an inclusive setting where all children access planned and purposeful learning experiences.

Staff recognise when children have concluded their play and learning at an activity. They then introduce new things to reignite children's interest and enjoyment. This means children learn to concentrate for good periods of time. Babies show great interest in caring for their dolls. With support from staff, they put nappies on their dolls and remove them. They use their effective small-muscle skills to peel off the sticker tape and enjoy the repetition of this task. This helps children to learn to care for others. Children have many opportunities to explore sand and water play. They enjoy the feel of the bubbles in the water and learn to pour the water from one cup to another. This supports their understanding of volume and measuring.

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

- The manager has clear plans for the current changes in the intent for the curriculum. She and her staff team have made well-targeted improvements since the last inspection. This has led to a clear vision for the nursery and for effective, ongoing development.
- Staff fully understand children's learning needs and styles, what they know and what they need to learn next. They plan activities and experiences to support children's development, which they base upon children's interests. Staff have a clear awareness of the sequence of learning, which enables children to move on to their next stage successfully.
- Children build positive relationships and bonds with their key person and staff. However, staff occasionally move from where they are engaging with children to complete routine tasks. This means that some children become upset or lose interest in their activity, interrupting their play and learning.
- Children show good physical development. They negotiate their way across the obstacle courses safely and with skill. Babies enjoy being spun in the spinning basket and exclaim 'weee' as they go round and round. Children also explore the local community, go on walks and use the parks and woodlands daily.
- Children are learning how to manage their own feelings and behaviours. Staff

work in a consistent manner with children and also actively involve parents to share the strategies they use. For example, staff use visual cards to help children to understand what is happening next. This enables them to prepare themselves for changes in their day. Staff are always on hand to offer positive guidance, such as asking them to use 'kind hands'.

- Staff do not always consider how children develop a secure understanding of privacy and respect. For example, they disturb children from their chosen play to check their nappies in front of others. They also talk about children's personal care needs without considering children's feelings.
- Children thoroughly enjoy story times and sit with staff who actively engage them in the story. They respond when staff ask them questions about the book, such as looking for differing colours. This supports children's communication, language and literacy skills and helps them develop a love of books and reading.
- The manager is fully aware of the importance of continually assessing the quality of her staff's knowledge. There is a clear program for professional development based upon differing needs of the staff. The manager is able to highlight good practice, but also understands how to effectively target areas for improvement.
- Partnerships with parents are good. Parents comment positively about their children's experiences at the nursery. For example, they state that their children make clear developmental progress, and they have noticed this especially in their speaking skills and levels of confidence. Parents speak highly of the individualised settling-in process and the sensitive way, in which staff manage children's moves on to the next age group room.

Safeguarding

The arrangements for safeguarding are effective.

Staff, including the designated safeguarding leads, have a secure knowledge of child protection and their roles and responsibilities in safeguarding children. They are fully aware of the correct procedures to follow to share their concerns with the relevant agencies and/or professionals. Risk assessments are effective in minimising hazards, including those relating to fire safety. Children show their awareness of beginning to understand assessing risks. For instance, they enjoy pretend play and take delight in making and serving drinks to others. They carry the cups with care and give warnings that the tea is hot.

What does the setting need to do to improve?

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

- strengthen staff's knowledge of how to undertake routine tasks without disrupting children's play and learning
- build on staff's awareness of how to further support children's awareness of privacy and respect.

Setting details

Unique reference number	EY305006
Local authority	West Sussex
Inspection number	10246766
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	72
Number of children on roll	95
Name of registered person	Elan Nurseries Limited
Registered person unique reference number	RP905577
Telephone number	01444 474647
Date of previous inspection	14 June 2022

Information about this early years setting

Elan Nursery registered in 2005 and is situated in Haywards Heath, West Sussex. The nursery is open Monday to Friday, from 7am to 6pm, for 51 weeks of the year. There are 20 members of staff; of these, three have early years teacher status and 11 of the remaining staff hold early years qualifications ranging from level 2 to level 3.

Information about this inspection

Inspector

Helen Penticost

Inspection activities

- The inspector discussed any continued impact of the pandemic with the nursery and had taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together and discussed the early years 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 inspector viewed the provision and discussed the safety and suitability of the premises.

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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