

Inspection of Reflections Nursery

Westerfields, 54 Richmond Road, Worthing, West Sussex BN11 1PS

Inspection date: 10 October 2022

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

What is it like to attend this early years setting?

The provision is inadequate

Breaches to the safeguarding and welfare requirements have a significant impact on the safety and well-being of babies and toddlers.

Staff do not meet babies' individual and emotional needs or follow their routines. For example, unsettled and tired babies wait for up to an hour before they are able to nap. This is due to the poor organisation within the baby room. Staff do not respond to babies' non-verbal cues. For instance, staff continue to feed babies even when they are crying. This causes concern about choking. This has a significant impact on babies' emotional well-being and development.

Children's access to high-quality care and learning differs considerably across the age ranges. For example, staff do not provide babies with regular and quality interactions. They fail to engage babies in meaningful play. Babies spend extended periods of time on their own. However, pre-school children have an abundance of learning opportunities. They receive successful interactions that challenge their ideas and interests. They show high levels of motivation, independence and curiosity. The inconsistency of care practices and teaching across the setting mean that not all children develop the skills they need to be successful learners.

Children's behaviour is variable. This is a reflection of the inconsistent quality of teaching across the setting. For instance, staff do not prepare activities for toddlers effectively. As a result, children have to wait unnecessarily before they can participate in activities. At times, this leads to unwanted and disruptive behaviour, which has an impact on the children's learning.

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

- The manager has high expectations for children's learning and is clear about the curriculum intent. However, not all staff share the same level of understanding or knowledge of how children learn. Staff working with the youngest children do not use assessment effectively to identify what children need to learn next. They are unable to explain how the activities they provide reflect and support children's individual learning needs. Play for babies and toddlers is not purposeful, and young children do not develop the skills they need to prepare them for future learning.
- Staff are not deployed effectively to meet the safety needs of children. For example, staff working with babies frequently leave the room to fulfil other duties. This leaves remaining staff with a high number of babies to care for. As a result, not all babies are appropriately supervised. This leads to accidents and poor-quality interactions.
- Staff do not have the knowledge, skills and confidence to fulfil all aspects of

their roles, including keeping children safe from harm. For instance, those responsible for identifying potential risk, do not have appropriate knowledge of risk assessment. As a result, not all materials used in the baby area are safe and appropriate. In addition, newly promoted senior staff do not have the skills to lead and address poor practice. This compromises children's safety, learning and well-being.

- Staff effectively support older children's communication and language development. They provide lots of opportunities for discussion and conversation, broadening children's vocabulary. For example, children consider different methods of making paper. They use new language, such as 'construct', 'deconstruct', 'pulp' and 'consistency', as they explore the materials.
- Staff use assessment effectively to identify and support those who need it most. This includes children with special educational needs and/or disabilities. Staff model language clearly and provide additional communication aids to support those who have gaps in these areas. However, due to the poor quality of teaching and interaction, younger children do not receive the same opportunities to develop early communication skills. This impacts significantly on the progress they are able to make.
- Staff do not meet young children's intimate care needs with dignity and sensitivity. For example, staff walk behind children and pull open their nappies to check if they need changing. They do not explain to children what they are doing. As a result, young children do not learn about privacy and respect.
- Key-person systems for young children are not effective. Changes to staffing arrangements mean that not all those working with babies know them well enough. Unsettled babies are often passed from one member of staff to another, particularly over lunchtime periods. Babies do not show a preference for individual staff members or form secure attachments. This limits young children's opportunities to form relationships.
- Overall, parents report positively on the care and learning opportunities their children receive during their time at the setting. However, some parents report that they are not kept up to date with children's progress or their next steps in learning. In addition, some parents do not receive information about changes to procedures. This impacts on partnership working.
- Staff have access to a wide range of training opportunities and complete mandatory training as part of their induction. This includes safeguarding. However, knowledge is not always retained, particularly in regard to child protection. This has a significant impact on children's welfare.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not demonstrate clear knowledge of the signs and symptoms that may indicate potential child abuse. Despite recent safeguarding training, staff do not display a secure understanding of the policies and procedures to follow in the event of a child welfare concern. This includes taking appropriate action in the event of an allegation being made. Risk assessment is not used effectively to identify and

minimise potential risk to children. This means that they are regularly exposed to significant hazards during their play. For example, children find and throw rocks next to a glass green house in the garden. Toddlers have access to a cracked and rotting glass skylight in their outdoor classroom. This significantly compromises children's safety.

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 staff deployment arrangements are effective in meeting the individual needs of the children, with particular regard to babies	26/10/2022
strengthen risk assessment processes that accurately identify and minimise potential hazards, to ensure children's safety	26/10/2022
ensure all staff, including those with additional responsibilities, have the knowledge and skills required to fulfil all aspects of their role	26/10/2022
improve staff's understanding of the safeguarding policy and procedures, enabling them to identify child welfare concerns and report to the appropriate agencies as and when required	26/10/2022
revise key-person arrangements to ensure young children's care and well-being are prioritised and met, and that care routines promote dignity, strong attachments to staff are formed and information about progress is shared with parents regularly	26/10/2022
ensure managers have effective systems in place to swiftly identify and tackle poor practice and weaknesses in teaching, enabling all children to reach their full potential	12/12/2022

<p>strengthen staff's understanding of the curriculum and how young children learn so they have access to high-quality care, interactions and learning opportunities to support their progress.</p>	<p>12/12/2022</p>
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Setting details

Unique reference number	EY343114
Local authority	West Sussex
Inspection number	10251976
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	170
Number of children on roll	202
Name of registered person	Reflections Nurseries Ltd
Registered person unique reference number	RP526588
Telephone number	01903 208208
Date of previous inspection	5 September 2019

Information about this early years setting

Reflections Nursery registered in 2006 under the current ownership. The nursery opens five days a week, all year round. Opening times are from 7.30am to 6.30pm. The nursery employs 43 staff. Of these, 36 have recognised early years qualifications, including five members of staff with qualified teacher status, two staff with early years teacher status and four staff with degrees in early years education. The nursery is in receipt of funding for free early years education for two-, three- and four-year-old children. It follows the Reggio Emilia approach to education.

Information about this inspection

Inspector
Paula Sissons

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 of all areas of the provision and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this has children's learning.
- The inspector carried out a joint observation in the baby room.
- The inspector spoke to 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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