

Inspection of Kamelia Kids Day Nursery and Beach School

Wellesley Avenue, Goring by Sea, Worthing, West Sussex BN12 4PN

Inspection date: 7 November 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 receive a warm welcome from staff, who support them skilfully to separate from their parents with ease. Babies happily show their new-found skills, for example when they pull themselves up to standing and negotiate the steps on the frame. They walk up and over the bridge to go down the slide at the other end. This enables babies to develop good large-muscle skills. Toddlers enjoy small-group sessions where they learn to move their bodies. For example, they pretend to be a poppy seed, curling their bodies as small as they can then slowly extending their limbs to grow into a flower. Pre-school children develop good creative and critical thinking skills. For instance, when making bird houses, staff asked open-ended questions that prompted children's thinking and extended their language.

The manager has a clear intent for the curriculum. She understands what children know and need to learn next. For example, she understands the ongoing impact of the pandemic on some children's communication development and personal skills. This means that staff are able to plan effectively to close gaps in learning. Children are learning to manage their behaviour. They receive consistent support from staff, who use effective strategies to aid children's understanding.

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

- The manager supports staff in a variety of ways on an individual basis. She tailors training to staff's learning styles to aid them in continuing their professional development. A project has focused on children's transitions to the next age group room. This has enabled them to implement changes to make sure that this is even more individualised for each child.
- Children immensely enjoy exploring the garden in the rain, jumping and splashing in the puddles with glee. This helps them to learn about the weather first-hand. Staff introduce resources to extend this enjoyment and learning, such as adding plastic ducks which children help to float on the water.
- Staff do not always make the best or most effective use of all of the areas within their age group rooms to further engage children. For example, staff sometimes restrict the creative area while staff complete routine tasks. This means that occasionally, some children are not always fully engaged in learning experiences.
- The manager works with parents to make well-targeted improvement to the setting. For example, she utilises parents' teaching expertise to improve staff's awareness of enhancing children's literacy development. They also created specific areas within the garden, embracing a parent's carpentry skills. This helps to enrich learning and development experiences for children.
- The manager and staff fully promote equality and inclusion. They work with parents to secure additional support and funding, and use this to meet children's needs. This enables them to purchase additional resources to support individual

learning needs and to raise the staff-to-child ratios.

- Older children make links in their learning. For instance, they explored sounds made by crunching leaves in their hands. They linked this to crunching the tissue paper they were using to create the bird's home. Older children show a good attitude towards learning and there is a clear intent to the activities staff plan.
- Staff sometimes are distracted from their interactions with children to direct other staff or complete routine tasks. Also, at times, staff are not always organised effectively with resources or items. This means that children occasionally become upset as their connections with staff are interrupted.
- Children join in singing simple rhymes. For instance, they sing along to 'Ring a ring of roses' as they hold hands and walk together in a circle. They take great delight as they fall to the ground. These opportunities support children's communication and language skills and their understanding of working together.
- Staff use sign language with children. They make the sign for nappy when asking babies if staff can change their nappy, and toddlers sign 'more' during their play. This helps children, including those with special educational needs and/or disabilities (SEND) or those who are learning English as an additional language, to explore differing ways to communicate their thoughts and feelings.
- Partnerships with parents are good. Parents praise the daily feedback they receive and comment that this is individual to their children. Parents remark about the effectiveness of the SEND team. Children with SEND are fully included in this inclusive setting, helping children learn about similarities and differences.

Safeguarding

The arrangements for safeguarding are effective.

Staff have greatly improved their knowledge of safeguarding since the last inspection. Staff, including the designated safeguarding leads, have a secure knowledge of their roles and responsibilities in safeguarding children. They understand the correct procedures to follow to refer their concerns and how to share these with the relevant agencies. Staff understand the importance of supporting children and parents to keep children safe online. Staff deploy themselves successfully throughout the day, ensuring that they supervise children effectively. Children learn about safety and consequences of their actions. They explore how to use tools, such as scissors, safely with support from staff.

What does the setting need to do to improve?

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

- strengthen how staff make the most effective use of the areas within their age group to more consistently engage children in learning
- build on the organisation of key times of the day to help ensure that children do not have to wait, and that staff maintain their interactions with children.

Setting details

Unique reference number	EY477206
Local authority	West Sussex
Inspection number	10247972
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 6
Total number of places	107
Number of children on roll	154
Name of registered person	Kamelia Kids CIO
Registered person unique reference number	RP911146
Telephone number	01903504077
Date of previous inspection	24 June 2022

Information about this early years setting

Kamelia Kids Day Nursery and Beach School registered in 2014 and is situated in Goring by Sea. It is open each weekday from 7.30am to 6pm for 51 weeks of the year. The nursery employs 44 members of staff, 25 of whom have qualifications between levels 3 and 6. The highest qualification held is early years teacher status. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspectors

Helen Penticost
Kelley Ellis

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and the lead inspector completed a learning walk together and discussed the early years curriculum.
- The lead inspector carried out a joint observation with the manager.
- The inspectors spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspectors.
- The inspectors 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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