

Inspection of Chappell Croft Nursery

33 Christchurch Road, Worthing, West Sussex BN11 1JH

Inspection date: 9 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 form strong attachments to staff and develop meaningful relationships with their peers. For example, babies seek comfort from familiar adults; they smile on arrival and hold out their arms for cuddles. Children feel valued as staff invest in their relationships, taking the time to listen to children's news with great interest. Children care for and show sensitivity towards each other. For example, even young babies check on their friends when they have had a bump, offering comfort. Children feel safe and develop friendships as a result.

Children develop a love of stories and books. Babies enjoy lifting flaps and guessing the noises animals make in a story. They have a go at trying new words, such as 'elephant', and roar loudly as they make the noise of lions. Older children concentrate for extended periods of time as they use the pictures to retell stories. This helps prepare children for their next stage in learning.

Children behave well. Staff provide effective strategies to support children to regulate their emotions and behaviour. For example, children release their tension through activities such as squeezing play dough and pushing the wall when feeling frustrated. Children remember the rules as they use 'gentle hands' and 'walk nicely'. This helps children develop good attitudes to support their learning.

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

- Managers and staff are clear on their curriculum and what they intend children to learn. They use assessment effectively to identify potential gaps in learning. They work in partnership with parents and agencies to support children's individual learning needs. All children, including those with special education needs and/or disabilities, are making good progress from their starting points.
- Overall, staff support children's early communication skills well. They model language that is appropriate to children's ages and stages of development. Staff face children when communicating with them and encourage back-and-forth communication. This promotes early conversations. However, on occasion, staff do not reinforce children's attempts at language, particularly those who speak English as an additional language. As a result, children do not make the best possible progress in all areas.
- Older children develop a basic understanding of mathematical concepts. Staff use routine activities to create opportunities to test what children know. For instance, in preparation for lunch, children count place mats to ensure they have the correct amount. They touch each mat as they count to the value of 16. Staff test children's comprehension as they provide them with instructions. For example, staff ask, 'Can you lay out five forks on the table?' As a result, children are developing the skills they will need for the future.

- Children are learning about their bodies as they focus on how their hearts beat after yoga. They place their hands over their hearts and recognise that their hearts are beating slowly. They learn that this is because they have calmed their bodies with deep breaths. Children gain an understanding of how to change their heart rate through physical exertion and relaxation. This helps children develop connections with their bodies, promoting health and coordination.
- Children are developing a sense of self as they learn about what makes them unique. For example, parents bring in photos from home of people and things that are special to the children. Children discuss how families differ and explore the various titles they use to identify family members. Children chat about similarities and differences as they draw self-portraits. Children demonstrate a secure sense of belonging as they learn about their diverse community.
- Children show positive attitudes towards their learning. They concentrate on activities for extended periods of time. Children explore their ideas as they independently add resources to activities. For instance, children bring dinosaurs to the play dough table. They explore the patterns their footprints make as they press dinosaur feet into the dough. The freedom children have in their play encourages them to be curious.
- Managers use staff monitoring and supervision arrangements effectively. They use information gathered from their observations to identify any weaknesses in practice. Training and coaching have a positive impact on staff practice. For example, staff have recently updated their knowledge of child development. This has strengthened the quality of interactions.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff know the children well and are committed to ensuring their safety. Staff and those with a responsibility for safeguarding demonstrate a clear understanding of the policies and procedures to keep children safe. They are able to identify the signs and symptoms that may indicate a child is at risk of harm and the action to take should they have concerns about a child's welfare. This includes protecting children from extreme views and allegations. The managers complete appropriate checks on staff to ensure their suitability to work with children. This includes recruitment and ongoing suitability checks. Managers have implemented effective risk assessments to ensure the setting is safe and secure. These are shared and understood by staff.

What does the setting need to do to improve?

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

- extend opportunities to support children, including those who speak English as an additional language, to develop the confidence and skills to be effective

communicators.

Setting details

Unique reference number	113424
Local authority	West Sussex
Inspection number	10245331
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	50
Number of children on roll	83
Name of registered person	Chappell Croft Limited
Registered person unique reference number	RP535326
Telephone number	01903 234859
Date of previous inspection	11 May 2022

Information about this early years setting

Chappell Croft Nursery registered in 2000 and is based in Worthing, West Sussex. It is open from 7.30am until 6pm, Monday to Friday, all year round. There are 20 members of staff. Of these, ten hold a relevant childcare qualification at level 3 or above. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Paula Sissons

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The managers 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 was having on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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