

Inspection of Play Centre Nursery

Wickbourne Centre, Clun Road, Littlehampton, West Sussex BN17 7DZ

Inspection date: 22 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

This community nursery prides itself on promoting an inclusive culture for the children who attend and their families. Children are happy, safe and secure. They excitedly enter the nursery for the day ahead. Children build good bonds with the staff team, who are kind and caring. As such, children display a sense of belonging and confidence. They are learning to play and share with others through the effective role modelling of the staff team. Children behave well. They are able to recognise and manage their own emotions and are gaining an understanding of boundaries and expectations.

Children are excited learners and are supported to make their own choices in the resources and toys provided for them. For instance, children become enthralled as they investigate bugs with magnifying glasses, and this helps them to start to learn about the wider world around them. Children are developing the skills they require for their future learning. For instance, they are gaining more independence in their own self-care, such as dressing themselves for outside play. Children know they are valued and respected through the praise and encouragement they receive. This helps them to build a positive attitude and self-esteem towards their learning.

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

- The manager, who is new to her position, has high aspirations for the nursery, the staff team and the children who attend the nursery. She uses self-evaluation well to identify areas for change and improvement. For example, she has reduced the amount of paperwork for staff, which has helped them to spend more quality time with their key children. The manager has ambitious plans to review the outdoor provision, to provide children with new and exciting learning opportunities.
- Children make good and steady progress. The staff team carefully watch their development and plan individual next steps for children's learning. Children with special educational needs and/or disabilities and those who receive additional funding are provided with targeted support to help them to succeed to the best of their ability.
- Staff have regular supervision meetings to support their own practice and feel they are part of a strong and evolving team. The manager plans well for professional development opportunities to help staff to continually raise their knowledge and understanding. For example, recent training has helped the leadership team to be more reflective in supporting the well-being of staff and to further explore how the team can encourage and help children's early communication and language skills.
- Parents speak highly of the level of support and dedication staff show towards their roles and responsibilities. They receive regular updates on their child's

progress and achievements. However, current systems are not fully effective in sharing information about the next steps planned for their child's learning. This does not help parents to fully support their children to continue learning at home.

- Children have many opportunities to be physically active and have daily access to fresh air. They play outdoors in all weathers, which supports those who prefer to learn in this environment. Children become immersed in their play as they use their increasing coordination to work water pumps. They problem solve as they fill different-sized containers. This helps them to use simple maths in their everyday play.
- Staff place an importance on supporting and encouraging children's communication and language. Children discuss the play dough as they make shapes and recognise smells and sensations as they role and pat the dough. Staff introduce new and challenging words and give children time to answer questions they ask of them. Staff use key words shared by parents in their home language to build on children's confidence for those who speak English as an additional language.
- The staff team have a clear vision of what they would like children to learn. Planned activities and resources are based around children's changing interests and abilities. However, on occasion, staff over-direct children's learning. For example, they provide pre-drawn shapes for them to use, which does not fully promote their own creativity or imagination.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to protect the children in their care and to remain vigilant. They are confident in how they would identify potential signs and symptoms of abuse and the procedures they would use to report concerns. This helps to protect the welfare of children. Staff use good risk assessments to help keep children safe when at the nursery. The nominated individual and the manager follow effective recruitment and induction procedures to ensure staff working with children are suitable. Ongoing training supports staff to have the most up-to-date knowledge of additional issues, such as county lines and 'Prevent' duty.

What does the setting need to do to improve?

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

- enhance systems for more-effective sharing of information with parents about next steps planned for their children's learning
- strengthen resources and activities provided for children, to further promote and encourage their own creativity and imagination.

Setting details

Unique reference number	EY296574
Local authority	West Sussex
Inspection number	10228047
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	2 to 4
Total number of places	32
Number of children on roll	32
Name of registered person	Arun Community Church Wickbourne Centre
Registered person unique reference number	RP909951
Telephone number	01903 867582
Date of previous inspection	19 December 2016

Information about this early years setting

Play Centre Nursery registered in 2005 and operates from within the Wickbourne Centre in Littlehampton. The nursery is open each weekday, from 9am to 4pm, term time only. It employs 7 staff, of whom one staff member holds an appropriate early years qualification at level 6, three staff members hold an appropriate early years qualification at level 3 and one staff member holds an appropriate early years qualification at level 2. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Gwendolyn Andrews

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 manager and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together and discussed how the curriculum for the setting is organised. The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector and the manager completed a joint observation together and discussed plans for evaluating and areas identified for improvement within the nursery.
- The inspector sampled a range of documentation, including suitability checks and staff qualifications.
- The inspector observed teaching and learning, indoors and outdoors, and the impact this has on the development of the children.
- The inspector spoke directly to parents and took their comments into consideration.

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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