

Inspection of The Lindfield Nursery

King Edward Hall, 24 High Street, Lindfield, Haywards Heath RH16 2HH

Inspection date: 1 December 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are keen to enter the nursery. They are warmly welcomed by staff who help them settle and engage in activities. Children choose where they want to play and enjoy exploring the indoor and outdoor environments as they wish. This encourages their independence. Staff play alongside children in the role-play area and make cakes. Children wear chef's hats and relish using whisks and bowls to make cupcakes. They engage in imaginative play, which supports their language and communication skills.

Children enjoy listening to stories. Staff enthusiastically read books using expression and animation. Children remain focused and engaged. They join in and answer questions about the text. This helps children to understand the vocabulary and storyline.

Children benefit from high expectations, and the staff team works effectively with others to support all children. For example, children who speak English as an additional language receive effective support. Staff use strategies, such as picture cards and signs, to help them communicate and understand language. This ensures that all children are included and have the best learning opportunities.

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

- Staff use all the information they gather from parents and their own observations to build a comprehensive picture of each child. This helps them to meet each child's individual needs. For example, staff provide toys that they know children will prefer, such as toys that spin and move, to engage their interest and help them settle at the start of the session.
- Staff provide an inclusive environment. They use funding effectively to provide resources to support children's individual needs. For example, staff have used funding to create a sensory corner. This enables children to have a safe area to play calmly and relax.
- Children enjoy sociable mealtimes, and staff provide opportunities for them to develop their independence and learn about healthy eating. For instance, staff supervise children during mealtimes to keep them safe. They discuss with them the benefits of fruit and vegetables, which helps to promote healthy eating. Children enjoy opportunities to pour their own drinks, and they do this competently.
- Staff provide good opportunities to develop children's physical skills. For example, children experiment with different movements. They climb on a large caterpillar and crawl through the tunnel to develop gross motor skills. Staff play ball games with the children and give them instructions to follow. They encourage children to take turns and share the equipment. Consequently,

children are kind to each other and are developing good social skills.

- Staff provide a variety of ways to promote children's early writing skills. For instance, children use different resources to make marks. They use brushes to paint with water on walls outside and make marks on vertical workspaces. This provides accessible opportunities for all children to develop their early writing skills.
- Parents speak highly of the staff and the good bonds they have developed with the children. The manager communicates well with parents. For example, she provides daily feedback and weekly updates online. Parents also receive information about their child's progress. Staff meet with parents each term to provide a progress report and share the next steps they are working on. Parents can add their observations and comments to this. Staff provide information, such as school readiness guidance. This helps parents to prepare their children for the transition to school.
- The management team has recently attended training to update its knowledge and skills. It is developing new strategies to support children's learning. However, this has not been fully cascaded to staff through training, and strategies are not yet fully embedded.
- Staff support children's behaviour well. For example, they use positive praise and encouragement, which boosts children's self-esteem and encourages perseverance. Children respond well and have a 'can-do' attitude.

Safeguarding

The arrangements for safeguarding are effective.

Staff keep their safeguarding knowledge up to date and complete safeguarding training. This helps them to recognise the signs that a child could be at risk from harm or abuse. For example, they have a secure understanding of radicalisation and female genital mutilation. Staff know how to record and report any potential concerns about children when necessary. Staff complete risk assessments, which helps to keep children safe. For example, they have secure procedures in place to cater for children with allergies and intolerances. The manager ensures that thorough recruitment and vetting processes are in place. This includes obtaining Disclosure and Barring Service checks and checking staff's ongoing suitability to work with children.

What does the setting need to do to improve?

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

- continue to develop the knowledge and skills of all staff by cascading strategies to strengthen teaching further.

Setting details

Unique reference number	2603598
Local authority	West Sussex
Inspection number	10263382
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	26
Name of registered person	Nichola Hill and Claire Hardacre Partnership
Registered person unique reference number	2603596
Telephone number	07921223163
Date of previous inspection	Not applicable

Information about this early years setting

The Lindfield Nursery registered in 2020. It is based in the King Edward Hall in Lindfield. The nursery operates Monday to Friday, from 9am to 3pm, term time only. The nursery accepts funding for the free provision of education for children aged two, three and four years. The nursery employs seven staff, of whom four hold a level 3 qualification.

Information about this inspection

Inspector
Lisa Smith

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several 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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