

Inspection of Lancing Day Nursery & Pre-School

Lancing Children and Family Centre, 42 North Road, Lancing BN15 9AB

Inspection date: 17 January 2023

Overall effectiveness **Good**

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children work together and cooperate exceptionally well. For instance, they help each other to carry heavy boxes of construction bricks without any adults prompting them. Children are thrilled to take responsibility for tasks such as setting the table for lunch and serving each other. They become extremely confident in completing jobs independently, and this results in children having excellent self-esteem.

Children feel safe and secure at the nursery. They engage in a broad range of activities that staff have planned carefully. They know the children very well and can successfully plan around their needs and interests. Children are encouraged to use their senses during everyday activities. For example, on a walk to the beach, children were encouraged to stop and listen to a railway crossing signal. They were prompted to wonder what the noise might mean. This helps children to develop their thinking skills.

Children are regularly asked for their views about the daily activities and experiences. Their views are considered, and staff change what they do and how the nursery is set up. For example, some children said they did not enjoy the activities in the garden. They suggested that staff put real vegetables in the role-play area outside. This change was made and, consequently, they and other children have spent more time developing their imaginative skills outside. This has a remarkable effect on children's behaviour and self-esteem, and they begin to learn about democracy and respect.

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

- Children show excellent attitudes to learning. They delight in talking to each other and to the adults. Staff are expertly attuned to children's language, ask questions and give children time to think and respond. This has an outstanding impact on children's speech and language development.
- The nursery environment is calm and inviting. All staff are extremely warm, nurturing and inspiring. They excite children by using their voice to increase children's anticipation. For example, babies delight when staff squeal or whisper as they pull scarves from their pockets for children to dance with.
- Staff have a secure understanding of the children and most of the skills and knowledge they want the children to learn. This is particularly strong regarding children's communication and social skills. However, staff are not as clear about what they want children to learn in some other areas of learning. For example, they are uncertain about the learning aims of activities and resources available to support children's early literacy skills.
- Leaders support staff well with all aspects of working at the nursery. They offer

a comprehensive induction and ongoing training to support staff to understand their roles and responsibilities. Staff describe how leaders consider and celebrate their achievements, which supports their well-being.

- The special educational needs coordinator works well with staff and families. Key persons are equipped with strategies to help children catch up to reach their full potential. For example, staff understand that some children need longer to process instructions or gentle reminders to help them wait their turn. Staff skilfully adapt their communication and expectations to enable children to join in and contribute. This ensures that children with identified delays in their learning make good progress.
- Staff make good use of the local area to inspire children and develop their understanding of the world. They take groups of children to the local beach to explore different textures. Children are also supported to learn about the mathematical concepts of big and small by putting pebbles into bottles. They are encouraged to describe if a pebble is 'too big' or the right size to fit in the top of the bottle.
- Leaders encourage staff to be reflective about how children explore the setting and how to support their development. There are regular staff meetings where staff are given time to discuss their key children and adapt systems and activities to improve outcomes for children.
- Parents speak positively about the nursery, and staff share some information with parents on a day-to-day basis. Some parents value the online communication. However, staff do not ensure that all parents are fully informed about what their children are learning and how they could support this at home.

Safeguarding

The arrangements for safeguarding are effective.

There is a very secure safeguarding culture at the nursery, and staff complete regular training to keep their awareness of child protection issues up to date. The manager understands her role and responsibilities as the designated safeguarding lead. All staff have a good understanding of specific safeguarding issues, such as preventing radicalisation and extremism. They recognise signs of abuse and understand the internal and external referral procedures for child protection issues. All staff are aware of the procedures for managing allegations against staff. Leaders have safe recruitment and vetting procedures in place to ensure that staff who work with children have their suitability assured. There is a robust daily risk assessment system in place to ensure that any hazards to children's safety are minimised in the garden, in the nursery and on trips out.

What does the setting need to do to improve?

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

- build on parent partnerships to make sure that all parents are aware of their child's progress and how they can support them with their learning at home
- strengthen staff's understanding of the curriculum for early literacy and how to support children further to gain age-appropriate skills and knowledge.

Setting details

Unique reference number	EY481001
Local authority	West Sussex
Inspection number	10263046
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	54
Number of children on roll	128
Name of registered person	The Nursery Family Ltd
Registered person unique reference number	RP905756
Telephone number	01903 756703
Date of previous inspection	18 April 2017

Information about this early years setting

Lancing Day Nursery & Pre-School registered in 2014. It was taken over by The Nursery Family in 2020. It is situated alongside the Lancing Children and Family Centre in Lancing, West Sussex. The nursery is open Monday to Friday, from 7.30am to 6pm, all year around, except for bank holidays. There are 16 members of staff, and of these, 15 hold childcare qualifications to level 2 or above. There are three staff members who are educated to degree level. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years.

Information about this inspection

Inspector
Astrella Chapman

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 nursery and discussed the early years curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector looked at and discussed documentation in relation to safeguarding, recruitment and first aid.
- The inspector spoke to children and parents and took account of their views.
- Observations were carried out to assess what it is like for a child to attend the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023