

Inspection of Hassocks Happy Feet

The Beacon Ground, Hassocks Football Club, Hassocks BN6 9LY

Inspection date: 1 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happily and are warmly welcomed by staff. They have designated rooms depending on their age, and enjoy a mix of adult-led and child-initiated activities. Children enjoy taking part in messy activities. They explore the feel of shaving foam and pretend that it is snow. This sparks conversations about winter, and children talk to each other about their families.

Children have access to a secure, enclosed garden that is a short walk from the nursery. However, they have to wait for everyone to get ready before they can walk to the garden area together. This means that some children who require additional support get upset as they have to wait for their needs to be met. Despite this, children understand they need to walk together and follow staff to the garden. Once outside, they enjoy playing group games such as 'duck, duck, goose' and are learning to wait patiently for their turn. Some children engage in role play. They pretend they are witches and use sticks they find as wands.

Younger children are learning how to be independent. They try to put their wellington boots and coats on themselves. Children have lots of opportunity while outside to be physical. Younger children practise climbing up the steps to the slide. Older children are supported to use the climbing frame safely.

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

- The setting has undergone a number of changes recently that have had an impact on the overall organisation of the setting. The members of the leadership team have not yet fully established their roles and responsibilities. As a result, there are elements of the overall management of the setting which are disorganised.
- The manager is aware of the areas that need improving. She reports that they have been affected by recruitment challenges and she is currently recruiting and training new staff. This has meant that some areas of her role have not been fulfilled. For example, staff supervisions have not been carried out effectively. This has had an impact on how well staff practice is being supported.
- Staff monitor children's development and plan activities to help support their individual needs. They understand the overall curriculum intent. However, staff do not always tailor their interactions during activities to ensure that intended learning is fully supported. For example, staff miss the opportunity to further children's communication and language development during various activities.
- Parents are happy with the care provided by the staff working with their children on a daily basis. They report that their children are happy to attend the setting. Parents know who their child's key person is and they are aware of the activities their children take part in. Parents are unhappy with some of the recent changes

within the setting and the communication they receive. For example, they feel confused over who they should direct their concerns to and do not feel they receive an adequately timed response.

- The special educational needs coordinator (SENCo) knows the children who require more support well. She makes sure any referrals to external agencies are made in a timely way. The SENCo liaises with parents and other professionals regularly. Children with special educational needs and/or disabilities are making progress.
- Children enjoy snacks they bring in from home and a hot lunch that is provided. They are learning to be independent at mealtimes. For example, older children scrape their own plates and place these in the bowl for washing up. However, staff practice is not consistent across the setting. For instance, some children have plates to eat their fruit and snacks off, and others are expected to eat off the table. Some staff engage in conversation with children at mealtimes, while other staff interactions are focused on reminding children to sit still.
- Children enjoy fresh air and exercise on a daily basis. However, they are not given any time to finish their play before being told they need to go inside. In addition to this, staff interrupt some activities, such as story times, to inform children of what is happening next, rather than waiting until the story has ended. As a result, transitions are not supported consistently well.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to identify the signs of abuse and understand how to report these. The designated leads for safeguarding know how to refer concerns about a child's welfare to the relevant agency. They understand the procedure if an allegation is made about a member of staff. The manager has clear systems in place for checking the suitability of staff. Risk assessments are carried out and reviewed regularly. Children are reminded how to keep themselves safe. For example, they are reminded not to run in case they fall over.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure supervision is effective and provides support, coaching and training for all staff, to enable them to develop their practice	01/03/2023

ensure the overall organisation of the setting is clear and understood, and enables the manager to carry out their role effectively	01/03/2023
ensure the curriculum intent is sequenced to fully support children's learning and development.	01/03/2023

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

- improve the communication process for parents to ensure any queries or concerns are responded to in a timely way
- develop staff practice to ensure consistency across the setting, particularly at mealtimes
- improve how staff communicate with the children and prepare them for transitions.

Setting details

Unique reference number	EY369864
Local authority	West Sussex
Inspection number	10275683
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	60
Number of children on roll	53
Name of registered person	Hassocks Happy feet Partnership
Registered person unique reference number	RP527844
Telephone number	01273833248
Date of previous inspection	14 September 2018

Information about this early years setting

Hassocks Happy Feet registered in 2008 and re-registered in 2016. The nursery is open Monday to Friday from 8am to 6pm, for 50 weeks of the year, except for bank holidays. The nursery employs 10 members of childcare staff. Of these, seven staff are qualified to level 3 or above. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Pippa Clark

Inspection activities

- This was the first 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.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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