

Inspection of Cranbrook Independent Nursery and Preschool

Ivy Cottage, Balcome Road, Horley, Surrey RH6 9SW

Inspection date: 14 February 2023

Overall effectiveness	Inadequate
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The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The provider fails to understand their responsibilities and role in overseeing the provision, which leads to breaches in statutory requirements. The setting does not maintain the required staffing qualifications, which compromises the quality of care children receive. The deployment of staff is ineffective. For example, staff leave colleagues working alone with large numbers of children. This means that staff are unable to meet the needs of all the children they care for.

Children's safety and well-being are not assured. Children are not always supervised well enough, including when they are eating, which compromises their welfare and places them at significant risk of harm. Staff do not promote adequate hygiene measures. For example, children are left unattended during snack time, which leads to them scooping handfuls of raisins into their bowls without washing their hands. Children noses are not always kept clean and staff do not wash their hands in between wiping children's noses. This compromises children's health and increases the risk of infection spreading.

Children's emotional well-being is not promoted. Children wander around the toddler room crying and staff do not offer them reassurance to help them feel safe and secure. However, staff interact warmly with babies, who demonstrate that they are happy. Children with special educational needs and/or disabilities (SEND) are not supported effectively. Staff do not provide any additional support to them to include them in the available activities. As a result, children with SEND spend extensive amounts of time lying down with their dummy in their mouth with very limited interaction from staff. Despite the weaknesses in the provision, children arrive happily. They enjoy listening to stories and playing alongside their friends.

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

- The provider fails to meet the requirements for staff qualification levels. In addition, staff are not deployed to ensure that the ratio requirements are met. For example, unqualified staff who are not familiar with the babies are left alone for extended periods of time.
- The manager has a secure understanding of the curriculum that she has developed. However, due to her time being constrained because of staffing levels within the nursery and kitchen, she has been unable to fully embed the curriculum into practice. As a result, staff do not always plan high-quality activities that engage and focus children. This impacts the quality of education children receive.
- The manager has not yet implemented an effective key-person system. Key people are responsible for the care and learning needs of too many children. This leads to key people being unable to clearly identify what children need to

learn next. Subsequently, staff do not provide children with opportunities to progress in their learning and development.

- Some children have not formed safe and secure relationships with staff. Therefore, children approach visitors for attention and ask for cuddles. Children become emotional as they want to go outside but due to staffing constraints, they have to wait their turn. This is not always explained clearly to children in a way that helps them understand the expectation.
- The support for children with SEND is inadequate. Although the special educational needs coordinator is able to talk about children attending, required support has not been put in place to help children make the best possible progress. Therefore, children with SEND are not fully supported within the setting. Additionally, staff have not yet gathered information from parents about children's home language to support children who speak English as an additional language. This leads to children making limited progress in their communication and language.
- Staff have not established effective routines for key times of the day. For instance, children in pre-school sit at the table and wait for over 30 minutes for their meal. While waiting for their meal, staff read stories and sing to the toddler children. Some children are able to maintain focus while others become disengaged, leading to a chaotic environment.
- Staff do not promote children's communication and language well enough. For example, during planned activities, staff's interactions with children are very limited and they do not consider how to extend and broaden children's vocabulary. Throughout the day, there are minimal activities available to children to entertain them. This leads to children frequently being disengaged and not maintaining focus. However, overall children behave appropriately and enjoy taking responsibilities for tasks.
- Parents give mixed feedback. While some parents speak positively of the setting, other parents share concerns about the lack of communication that they receive. Parents are not always kept informed of their children's progress and levels of development. However, the manager does regularly send home a newsletter with ideas of things parents can do with their children at home.
- The manager and her team value diversity within the setting. They celebrate festivals that are relevant to the children that attend. They provide children with a variety of dressing-up costumes that reflect the diversity of their community. Babies enjoy looking at pictures of their families on the wall, which helps them to feel valued.
- Staff are provided with access to an online training platform. The manager meets with staff to complete supervision and observes staff's practice regularly. She is reflective and has a clear vision for how she would like to continue to develop the nursery and improve staff's practice.

Safeguarding

The arrangements for safeguarding are not effective.

Due to breaches in the safeguarding and welfare requirements, children's safety is

not assured. Staff do not ensure adequate supervision of children during play or meal times, leaving children at risk of harm. On occasion, gates to the toddler room are left open, which means children are able to leave the room unsupervised. However, staff have a secure understanding of the signs that may indicate a child is at risk of harm. They understand local safeguarding procedures and who to contact if they have a concern about a member of staff. Staff are aware of safeguarding issues, such as county lines and female genital mutilation.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that there is an effective key-person system in place, so staff can meet all children's care and learning needs	01/03/2023
make sure that sufficient, appropriately qualified staff are available at all times to meet requirements and ensure children's care needs are met	01/03/2023
ensure all necessary steps are taken to help prevent the spread of infection	01/03/2023
ensure staff are deployed effectively and that children are adequately supervised at all times, including while eating	01/03/2023
ensure children with SEND are provided with the care and attention they need to support their emotional well-being, learning and development	01/03/2023
establish effective partnerships with parents to ensure they are kept informed about, and are involved in, their children's learning and development.	01/03/2023

To meet the requirements of the early years foundation stage, the provider must:

	Due date
support staff to develop their interactions with children to support children's communication and language	01/03/2023
develop and establish routines that do not leave children waiting for long periods of time, particularly at lunchtime	01/03/2023
ensure staff consistently provide children with activities that stimulate their learning and development to promote engagement	01/03/2023
develop systems that support staff to clearly identify what children need to learn next and use this to plan purposeful learning opportunities for all children	01/03/2023
ensure staff consistently support children's emotional well-being, respond to their needs appropriately and offer them comfort.	01/03/2023

Setting details

Unique reference number	EY330787
Local authority	West Sussex
Inspection number	10263276
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 5
Total number of places	72
Number of children on roll	106
Name of registered person	Childcare and Learning (Cranbrook) Limited
Registered person unique reference number	RP906909
Telephone number	01293 825192
Date of previous inspection	26 April 2017

Information about this early years setting

Cranbrook Independent Nursery and Preschool registered in 2006. It is one of five settings operated by the same provider. The nursery operates from premises in Horley, Surrey. It is open Monday to Friday from 7.30am to 6pm throughout the year. A team of 14 staff work in the nursery. Of these, seven hold appropriate early years qualifications. The provider is in receipt of early years funding for children aged two, three and four years.

Information about this inspection

Inspector

Jade Orosz

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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of a planned activity.
- 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.

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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