

Inspection of Bewbush Community Nursery CIC

Bewbush Children Centre, Dorsten Square, CRAWLEY, West Sussex RH11 8XW

Inspection date: 2 March 2023

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

Children settle quickly and feel secure in this warm, friendly and caring environment. Children show that they enjoy their time at nursery. For example, they smile, giggle and talk excitedly with staff and other children about their day. Children separate confidently from parents and carers. They form strong bonds with staff, and babies snuggle into staff for story time.

Children show positive attitudes to their learning and make good progress. Staff skilfully organise the environment to promote children's natural curiosity and eagerness to learn. Children benefit from a good range of experiences, which prepare them well for their future success. For example, babies practise climbing steps to go down slides and have a go at feeding themselves with spoons. Older children have their physical skills promoted through playing outside on obstacle courses, and riding scooters around a racetrack.

Staff are positive role models and reinforce their expectations of children's behaviour very well. They use a fair and gentle approach. For example, staff talk to children about how to solve disagreements and explain about emotions. As a result, children are well behaved and follow the nursery routine well. Staff recognise children's efforts and offer lots of praise when they succeed. Children respond to this positive reinforcement well. This helps to boost children's confidence and self-esteem.

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

- Staff support for children with special educational needs and/or disabilities and those who speak English as an additional language is a strength of the nursery. Staff quickly identify children who need additional support. They work effectively with parents and other professionals to put targeted strategies in place, tailored to children's needs and preferences. Staff learn keywords in children's home language as they play games and sing songs together. As a result, children feel included and make good progress in their learning and development.
- Partnership with parents is effective. Staff make good use of settling-in arrangements to build strong relationships with families and children. Parents say that they appreciate the daily verbal feedback, weekly photographs and the activities given to them to support children's learning at home.
- Children develop good communication and language skills. Staff engage in conversation with children as they play, introducing new words to increase their vocabulary. For example, staff introduce the words 'kneading,' 'yeast' and 'sticky' as children excitedly knead dough to make bread. Occasionally, some staff do not ask well thought-out questions to fully extend older children's thinking and learning skills as they play. This means not all learning opportunities for older

children are of a consistently high quality.

- Children develop a good understanding of mathematical concepts. For example, as they enjoy playing with sand, filling and emptying dumper trucks, staff use language such as 'full' and 'empty'. In addition, children are encouraged to count during activities when they play with cars and trains, in both English and Spanish. This supports children's understanding of mathematics and other languages well.
- The management team evaluates the provision effectively. They carry out supervision sessions with staff and check in on their well-being in regular team meetings. Staff are supported to use resources, such as online training, to support their ongoing professional development. Effective systems are in place to recruit and induct new members of staff.
- Most children begin to develop good levels of independence. For example, they find their own shoes and wash their own hands. However, occasionally, some staff do things for children which they could do themselves. For instance, staff do not consistently encourage all children to have a go at putting their own coats on, wiping their own noses or pouring their own drinks.
- Children have good opportunities to visit places of interest in the local community and learn about different cultures, religions and beliefs. For example, children thoroughly enjoy buying ingredients at local shops to use for cooking a meal for Eid. Staff regularly discuss people's similarities and differences while out on trips and through stories. Staff work hard to break down stereotypes that children may have. Children share celebrations with local residents at a care home and celebrate each other's birthdays. Children have exciting opportunities to dress up for World Book Day and listen to a local children's author reading stories.
- Staff support older children's coordination and fine motor skills well. For instance, they enjoy building dinosaurs from boxes and making prints with vegetables. Younger children enjoy moving to music and learn how to jump, shake and stretch.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture at the nursery. The manager implements a thorough recruitment process to ensure all new staff undergo vigorous suitability checks, and monitors staff's ongoing suitability. Staff complete a detailed induction programme, including familiarising themselves with the nursery's safeguarding policies and procedures. Staff demonstrate a good understanding of all categories of abuse and how to recognise the signs. They are knowledgeable about the procedures for recording and reporting any welfare concerns. Staff provide a safe and secure environment for children to explore while encouraging them to experience risks and challenges in their play.

What does the setting need to do to improve?

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

- Strengthen staff training so all staff are able to extend older children's learning and thinking skills through well-focused questions
- develop staff's understanding of how to promote children's independence consistently.

Setting details

Unique reference number	EY462035
Local authority	West Sussex
Inspection number	10276671
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	56
Number of children on roll	67
Name of registered person	Bewbush Community Nursery C.I.C.
Registered person unique reference number	RP902585
Telephone number	01293 522030
Date of previous inspection	27 July 2017

Information about this early years setting

Bewbush Community Nursery is a community interest company. It registered under the current ownership in 2013. It operates from a purpose-built building within the Bewbush Children and Family Centre, in Crawley, West Sussex. It is open from Monday to Friday, from 7.45am to 6pm, for 50 weeks of the year. There are 21 members of staff, 13 of whom hold appropriate early years qualifications. One member of staff has early years professional status, one has a foundation degree in childcare and education and one staff member has a BA (Hons) degree. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery has volunteers who support the staff with fun days, repair equipment and support the children's care and learning.

Information about this inspection

Inspector
Bev Boyd

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The manager and the inspector completed a learning walk together. They observed activities in the indoor and outdoor learning environments used by children.
- The inspector observed a focused activity and evaluated this with the deputy manager.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection. The inspector looked at children's records along with a range of other documentation.
- The inspector spoke to parents during the inspection and took account of written feedback provided.

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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