

Inspection of Wakoos Centre4Children Ltd Petworth

South Grove, Petworth GU28 0EE

Inspection date:

28 March 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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children demonstrate a positive attitude to learning. They engage with the learning opportunities that staff plan for them. Staff support children to develop the independence skills they need to prepare them for school. For instance, during snack time, staff help children to cut their own fruit using age-appropriate knives. When children have finished, they wash up their own plates and cups in the bowls provided for them, demonstrating that this is a familiar routine. However, on occasion during mealtimes, staff are not attentive enough in responding to children's needs. For instance, they do not always remind children to sit properly on their chairs and, at times, children are not corrected when eating directly out of shared serving trays. This does not fully support children to develop healthy eating habits and behave well at these times.

Children engage confidently with staff. For instance, children make play dough together and they ask staff to look at how it sticks to their hands. Children talk about how the flour looks like snow and they describe the mixture as feeling 'squishy'. Staff acknowledge their contributions so children know their voices have been heard. However, at times, some children have limited interactions with staff and wander around with dummies in their mouth. They are content to engage in activities of their choosing. However, this does not help children to fully develop their language skills and build strong bonds with staff.

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

- Staff know their key children well and can talk about their home life, progress and what they want children to learn next. In the baby room, children learning to speak English as an additional language (EAL) are supported to develop their language skills. Staff speak clearly to children with EAL and use hand gestures to help children make links between words and objects. Children with EAL respond positively and enjoy engaging with staff. However, not all children in the pre-school room benefit from frequent interactions with staff. Some children are left to their own devices and staff do not attempt to remove dummies from them. Therefore, staff do not consistently support all children to develop their verbal communication skills.
- The manager has not effectively addressed weaknesses in staff practice, particularly during lunchtime routines in the pre-school room. Staff sit at each table while children eat. However, staff do not always support children to behave appropriately. Consequently, children do not understand what is expected of them or how to sit and eat nicely at the table.
- Staff organise activities to support children to develop their physical skills and connect ideas together. For instance, children enjoy pouring water along a piece of guttering between two trays. Staff extend the activity by placing an object on

the guttering. This encourages children to concentrate as they try to move the object along with the flow of water. They smile with delight when the object reaches the other end.

- Children have regular opportunities to learn outside and staff ensure that they wear the appropriate clothing depending on the weather. Children enjoy digging mud in the garden and mixing it with water. They look for minibeasts, and staff remind children to be gentle with them. Children respond accordingly, taking extra care not to hurt the minibeasts they find. This helps children to respect living creatures. Staff also teach children about their local community, for instance by taking them to the local shops to buy resources for activities. This provides children with opportunities to make sense of their world around them.
- The manager and staff are quick to identify potential hazards for children. For instance, they clean up spilt water on the floor, ask children not to throw toys, and tell children to get down when they stand on chairs. However, they do not explain the dangers of these things to children, in order to set clear expectations and help children understand how to manage their own risks.
- The manager is conscious of the well-being of staff and she signposts them to where they can find additional help when they need it. Staff say they are happy working at the nursery and enjoy the rewards that working with children provides. Staff feel that the manager encourages them in their role working with children, and they would be comfortable discussing any concerns with her.

Safeguarding

The arrangements for safeguarding are effective.

All staff have secure safeguarding knowledge and are aware of wider safeguarding issues. They understand the procedures to follow if they have any concerns about children or staff. The manager acts promptly when she has concerns and makes the necessary referrals. This enables families to access the support they need. The manager implements a robust recruitment process and regularly checks the ongoing suitability of staff. Committee members are fully vetted and checked. This helps to keep children safe.

What does the setting need to do to improve?

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

	Due date
improve staff engagement with children so they consistently benefit from high-quality interactions that meet the needs of all children and support them in their communication and language skills	17/04/2023

develop staff's skills in supporting children to demonstrate positive behaviour, particularly during mealtimes.	17/04/2023
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To further improve the quality of the early years provision, the provider should:

- support staff to make more use of opportunities to help children gain an understanding of how to manage risks and keep themselves safe.

Setting details

Unique reference number	EY501815
Local authority	West Sussex
Inspection number	10284023
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 11
Total number of places	68
Number of children on roll	300
Name of registered person	Wakoos Centre4Children Ltd
Registered person unique reference number	RP904798
Telephone number	01798 345214
Date of previous inspection	2 August 2018

Information about this early years setting

Wakoos Centre4Children Ltd Petworth is one of two settings operated by the provider and the committee members. It registered in 2016. The nursery opens from 7.30am to 6pm Monday to Friday, all year round. The nursery provides out-of-school care. It operates a breakfast club from 7am to 9am and an after-school club from 3pm to 6pm, term time only. The nursery also operates a club during school holidays from 9.30am to 6pm. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. It employs 13 staff. Of these, one holds a level 6, one holds a level 5, six hold a level 3 and four hold a level 2 relevant childcare qualification.

Information about this inspection

Inspector
Hayley Kiely

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 provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- Staff spoke to the inspector during the inspection.

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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