

# Inspection of Norto5 KIDZ - Burgess Hill

West End Farm Pavilion, The Brooks, Burgess Hill, West Sussex RH15 8TR

---

Inspection date: 24 April 2023

---

## **Overall effectiveness**

## **Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

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

Breaches to the safeguarding and welfare requirements of the early years foundation stage, with particular regard to child protection, compromise children's safety and well-being. Those in senior positions who have a lead responsibility for safeguarding children fail to take swift action by reporting potential child welfare concerns without delay. This has an impact on children's welfare and learning outcomes across all areas.

Despite this, most children arrive happily and enjoy their time at the setting. Those who take longer to settle have free access to items of comfort and receive reassurance from the kind and caring staff. However, not all children benefit from settling-in procedures that align securely with their individual needs. This does not fully promote children's emotional security as they become familiar with their new surroundings.

Children are curious learners. They explore the world around them with interest and confidence. They excitedly check on their sunflower seeds and share their joy as they discover that their seeds have started to 'sprout'. They study the new growth with care as they count the leaves and talk about what plants need to grow. This helps children make connections with the wider world. However, staff fail to monitor and appropriately respond to poor attendance. Therefore, not all children are able to develop positive attitudes towards their learning, enabling them to make good progress in all areas of their development.

Parents report that they are happy with the care and early education their children receive. Parents speak positively about the progress children make and the shared learning opportunities through partnership events. This supports children's continuous learning outside of the setting.

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

- Leaders and staff have created a curriculum that reflects what they want the children to learn. They encourage children to take ownership of their own learning by providing additional resources and guidance to support their development. For example, staff recognise children's desire to experiment as they make 'soup' in the mud kitchen. Children freely access resources available, such as coffee, chocolate, lentils and herbs, to create interesting mixtures. Children learn about consistency as they mix their concoctions. They talk about what they can smell and how their soup changes as they add different items. This helps children gain a deeper understanding of concepts such as cause and effect. However, due to safeguarding failures, not all children receive the same learning opportunities, including those in receipt of additional funding. As a

result, not all children are able to make good progress from their starting points.

- Some children have opportunities to develop and refine their core strength and motor skills in the well-resourced outside area. For instance, children use large arm movements and stretch up tall as they use big paintbrushes and water to create patterns on the outside wall. They concentrate intently as they fill, empty and transport water in containers of varying sizes. Babies explore the space around them as they learn to crawl, accessing items that stimulate their curiosity. This helps some children develop the skills to prepare them for future learning.
- Children form secure friendships with their peers. Older children show care and kindness to babies, greeting them with a 'hello', while gently stroking their arm. Babies respond with smiles and gurgles with their arms outstretched. Children behave well and regularly invite others into their play. For example, while making a potion, children take turns to suggest what needs to be added. Children learn to share and enjoy each other's company. This helps some children develop essential social skills that will support future relationships.
- Children gain an early understanding of mathematical concepts. Children explore volume and weight as they play with water, using language such as 'heavy', 'light', 'full' and 'empty'. They measure 'ingredients' with varying-sized spoons when making pretend soup. They learn that number has value as they find the correct numerals to match the number of items. Staff challenge older children's thinking by introducing simple addition. This helps provide children with knowledge of basic concepts that will support future learning for children who attend regularly.
- Children develop good communication skills. Staff support children's developing speech by commentating on their play and repeating unclear or new language. Babies receive face-to-face interaction, encouraging back and forth communication. Some children develop new vocabulary. For example, they learn about 'metamorphosis' and 'germination' as they explore life cycles of plants and insects. Children develop a love of stories and rhymes. They enjoy listening to stories that are interactive and interesting. However, staff do not use these opportunities consistently to extend learning through discussion, despite children's eagerness to want to know more.
- Leadership and management are not effective. This is because staff do not adhere to policies and procedures that promote children's safety. For example, they fail to make detailed records where there are concerns about children's welfare. In addition, they lack confidence to escalate concerns with outside agencies as and when appropriate. This compromises children's well-being and development in all areas. As a result, not all children are well prepared for their next stage in learning.

## Safeguarding

The arrangements for safeguarding are not effective.

The designated safeguarding lead does not demonstrate a secure understanding of her roles and responsibilities in safeguarding children. This includes identifying

when children may be at risk of harm. As a result, child welfare concerns are not acted upon appropriately and reported to child protection agencies without delay. Although staff receive regular safeguarding training and demonstrated appropriate knowledge of their child protection policies, this is not reflected in practice. For example, staff lack confidence in challenging decision-making and escalating child welfare concerns and poor practice when required. This has a direct impact on children's welfare and their ability to access the curriculum fully. Nonetheless, the provider has robust vetting procedures in place to ensure staff suitability during recruitment and on an ongoing basis. The premises are secure and processes to assess risk are effective.

## 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
improve staff's understanding of their roles and responsibilities in safeguarding children, including those who have a lead role, ensuring that child welfare concerns are identified, reported within required timescales, and appropriately escalated in order to keep children safe from potential harm	10/05/2023
ensure records relating to children's welfare contain all relevant detail and are shared with outside agencies without delay.	10/05/2023

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

- strengthen settling-in procedures to ensure these fully reflect and respond to children's individual needs
- further extend children's interests and knowledge by providing regular opportunities for discussion.

## Setting details

<b>Unique reference number</b>	EY461758
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10282532
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Norto5 Limited
<b>Registered person unique reference number</b>	RP527187
<b>Telephone number</b>	0845 004 5226
<b>Date of previous inspection</b>	12 October 2021

## Information about this early years setting

Norto5 KIDZ - Burgess Hill registered in 2010 and is based in West Sussex. The setting is open from 8am to 6pm, Monday to Friday, for 51 weeks of the year. There are five members of staff who have a level 3 qualification or above. The setting receives funding to provide free early education for children aged two, three and four years. It follows the Curiosity Approach to education.

## Information about this inspection

### Inspector

Paula Sissons

## Inspection activities

- The inspector discussed any continued 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 inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The supervisor and the inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector carried out a joint observation of a focused activity with the supervisor.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector talked to staff and children 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023