

Inspection of Norto5 Kidz Academy - Lindfield

The Pavilion, Backwoods Lane, Lindfield, West Sussex RH16 2EB

Inspection date: 4 May 2023

Overall effectiveness

Inadequate

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 does not understand their responsibilities and role in overseeing the provision, which leads to breaches in statutory requirements. They do not maintain the required staffing qualifications, which compromises the quality of care that children receive. Children's safety and well-being are not assured. Their safety is compromised due to the lack of appropriate risk assessments for the garden. For example, fencing in the garden is not secure, which meant that while children were playing outside, a dog came into the garden from the public area on two occasions.

Children enjoy spending time outdoors. They show effective coordination and balance skills while using play equipment. For instance, they enjoy riding scooters and bicycles. However, the children become boisterous while riding them; they argue with each other and struggle to share. Staff allow children to ride the scooters and bicycles down a ramp and crash them into the loose metal fencing. This impacts on children's safety and learning about how to keep themselves safe.

Children do not benefit from a challenging and ambitious curriculum. Staff prepare and lay out activities, and there are occasional instances of teaching in the nursery. However, a lack of appropriate assessment of children's development means activities do not support their needs. This negatively impacts on children's development in all areas of learning. Consequently, children do not make good progress.

Despite weaknesses, children are happy to arrive. They have good attachments to staff and seek them out if needed. Children play together and begin to build friendships with peers. Staff give meaningful praise, which boosts children's self-esteem and motivation to learn. For example, a staff member says, 'Good sharing', as a children share the construction resources. Children take pride in what they have created. For instance, children show their friends the drawings and paintings they have made.

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

- The provider does not meet the requirements for staff qualification levels. Not enough staff hold appropriate qualifications at level 2 or above. Most staff do not have a secure, in-depth knowledge about child development and how children learn. Those staff who are more experienced are overwhelmed due to their workload. As a result, children do not receive a good-quality learning experience, and they do not have opportunities to develop the skills they need for later learning and school.
- The arrangements to ensure the environment is safe are not sufficiently effective. Although staff identify some potential risks, the fence surrounding the

garden has large, open gaps and does not keep the area secure. During the inspection, an unknown dog was able to enter the garden twice. On the second occasion, staff took some action to block gaps in the fencing with toys. However, their response was not prompt or effective enough to ensure children's safety.

- Supervision, coaching and mentoring of staff are not effective. Staff complete online training to support their professional development and have supervision sessions with the supervisor. However, this does not successfully identify and address weaknesses in the teaching and practice of some staff. Therefore, although staff receive some training, it is not targeted to help them improve their practice and the quality of education for children. This has an impact on the quality of teaching and learning, which impacts the progress children make.
- Leaders and staff do not always identify children with special educational needs and/or disabilities (SEND) or delays in their learning. Therefore, they do not always take timely action to ensure children have the correct support and intervention they need. As a result, children do not make the progress they are capable of.
- Leaders describe what they want children to learn in the nursery. However, they do not monitor effectively the implementation of the curriculum. Poor planning of the nursery routines means children spend too long waiting without purpose. For example, children wait sitting at the table long before their snack is ready. Staff struggle to fill this time with useful teaching. As a result, children become fed up and disruptive.
- Staff do not consistently plan activities that help children acquire new skills or knowledge. They do not always target learning opportunities for children. This means that, sometimes, the activities are too challenging for some children and insufficiently ambitious for others. For example, some of the puzzles given to the younger children to complete are too complicated for them. As a result, children are disinterested or lose interest quickly. This does not help children to develop a positive attitude to learning.
- Children begin to develop their independence skills, as staff encourage them to tidy up and wash their hands before eating. However, inconsistencies in staff practice mean other aspects of children's independence are not supported as effectively. For example, staff put children's coats on for them, without allowing them time to try doing this for themselves. This impacts children's learning and development.
- Staff are friendly and approachable, and children generally respond well to their instructions. Due to inconsistencies in the way staff support children to understand expected behaviours and boundaries, children do not always listen or follow nursery rules. Staff do not always provide explanations or help children to understand how to manage their behaviour. For example, children run around the setting, and some staff just shout 'no', and children continue to run. This impacts children's behaviour and their safety.
- Parents talk positively about the nursery and say that staff are very nurturing. They feel well informed about their child's time at nursery and how they can help them to further their learning at home.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not adequately protect children. Weaknesses in risk assessments impact on the overall effectiveness of safeguarding practice within the nursery. The designated safeguarding lead does not fully understand their role and responsibilities. For example, they are not aware of local safeguarding partnership procedures. However, staff demonstrate a secure knowledge of the possible signs and symptoms that indicate a child may be at risk of harm. They are aware of the procedures to follow if they have a child protection concern or concerns about the behaviour of a colleague. Safe recruitment procedures are in place to ensure all staff are suitable to work with children.

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 the designated safeguarding lead understands their role and is confident in their knowledge of local safeguarding partnership procedures	26/05/2023
implement effective risk assessment arrangements and ensure that all staff understand their responsibility to maintain a safe environment, with particular regard to the outside play area	26/05/2023
provide effective support so that all staff know how to manage children's behaviour effectively and consistently	26/05/2023
ensure that at least half of all staff hold an approved qualification at level 2 or above	26/05/2023
ensure that arrangements to support children with SEND are effective, so that children are identified early and they receive the targeted support and timely intervention they need.	26/05/2023

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

	Due date
provide staff with the support and coaching needed to improve the quality of teaching, ensuring that all staff are able to implement the intended curriculum.	26/05/2023

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

- improve the organisation of the daily routine to reduce unnecessary disruption and to avoid excessive waiting times for children
- strengthen the arrangements to promote children's independence skills, to help prepare them for their next stage of learning.

Setting details

Unique reference number	2561737
Local authority	West Sussex
Inspection number	10282324
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	30
Number of children on roll	35
Name of registered person	Norto5 Limited
Registered person unique reference number	RP527187
Telephone number	0845 004 5226
Date of previous inspection	22 June 2022

Information about this early years setting

Norto5 Kidz Academy - Lindfield registered in 2019. It is located in Lindfield, West Sussex. The setting is open Monday to Friday, from 8am until 6pm, all year around. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs three members of staff, all of whom hold relevant early years qualification at level 2 and above.

Information about this inspection

Inspector

Nicole Atkinson

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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The supervisor and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of a group activity with the supervisor.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.

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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