

Inspection of Norto5 KIDZ Academy - Cuckfield

The Pavilion, South Street, Haywards Heath RH17 5AB

Inspection date: 6 July 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	Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Action raised at the last inspection that was linked directly to the curriculum has not been met. Furthermore, other identified breaches from the last inspection feature as concerns again. For example, the deployment of staff and improving supervision arrangements to tailor support for professional development in teaching practice are not robust enough. This means that the provider fails to sustain improvements that are required to remain compliant.

Children have an assigned key person. However, the arrangements to meet key children's learning and development needs are ineffective. Children do not receive regular and consistent interactions from their key person and are often cared for by any staff who are within the vicinity. As a result, very young children do not have a well-planned curriculum that precisely meets their individual learning and development needs. Learning that takes place is often incidental and not purposeful. At times, very young children struggle to concentrate and flit between resources, wandering around the nursery disengaged. This is because activities and experiences are not pitched at their age or stage of development. Operation managers who were present for the inspection, noticed this and reacted by quickly setting up activities. However, this is a reaction to a poorly designed curriculum that has not been fully considered in advance. As a result, not all children receive experiences that are tailored to what they need to learn to help them make good progress to the highest level.

Despite the weaknesses, most children are happy and settled, and develop good relationships with friends and staff who care for them. Children who are fractious or upset receive support and comfort to help them to feel secure. Children enjoy playing outside, practising their balancing skills on assault courses made by crates and planks of wood. A child calls out 'look I did it', proud of their achievement when they complete the course. They join in with action songs, such as 'Sleeping bunnies'. Children jump and hop, chanting along to the familiar words from the song. This supports developing their language skills. Children enjoy role-play opportunities and pretend to be shop keepers. Staff ask children questions to encourage discussions about their home experiences. This encourages children to listen to one another and helps them to make connections about life beyond the setting.

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

- There is ineffective oversight and governance from the nominated individual. They have not monitored leaders and managers closely enough to sustain improvement. Not enough has been done to improve practice. For example, actions previously set to improve the curriculum have not been met. Leaders fail

to tackle the ongoing weaknesses and, as a result, the youngest children receive a poorly designed curriculum that continues to be ineffective. This does not prepare children well enough for their next stages of learning.

- The planning and implementation of the curriculum continue to be weak. Despite some recent improvement, supervision does not accurately identify gaps in staff's professional development. Consequently, support, coaching and training does not target the quality of teaching to a good level.
- Leaders do not monitor children who have delays in their development or possible special educational needs and/or disabilities closely enough. For example, staff use written inclusion support plans to share information about individual children. However, these are not kept up to date. In the absence of a key person, those working with children do not always have access to important information about children's current care plans. This does not provide consistency for children who need extra help to catch up. Therefore, these children are not supported to reach their highest potential.
- Arrangements to assess and manage risk are not effective. Staff do not recognise weaknesses in the daily routine. For example, safety is not considered well enough when children are sent to wash their hands at lunchtime. A large number of children are sent to the bathroom at the same time. They jostle for space as they try to share the basins. At this time, staff deployment is not effective in ensuring that the children are adequately supervised. Children become agitated as there is not enough room to accommodate them. As a result, there are times when children are exposed to a chaotic routine.
- The weaknesses in the curriculum directly impact on children's behaviour. Staff offer support to children by modelling expected behaviours. This includes rules such as 'kind hands' and 'listening ears' when they notice children talking over one another and when minor tussles over sharing resources occur. However, staff fail to recognise that the behaviour exhibited by younger children is often due to the experiences and activities not being pitched to their level. This results in children wandering and finding it difficult to remain engaged.
- Parents comment that the care arrangements have begun to improve since the new manager started, with concerns raised being addressed more efficiently. However, although parents receive general feedback, they do not receive up-to-date information regarding their children's learning and development.

Safeguarding

The arrangements for safeguarding are not effective.

At times, staff lack vigilance to ensure that activities that very young children have access to are supervised effectively. For example, staff do not notice when very young children put play resources in their mouth, posing a risk of choking. Staff do not deploy themselves well enough to prevent these occurrences from happening. Despite this, other aspects of safeguarding are in place. For example, leaders conduct vetting checks to ensure that staff are suitable to work with children. They also ensure that staff receive training to recognise when a child is at risk of harm and know how to report concerns in line with local procedures.

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 key-person system arrangements to ensure that children receive continuity of care and have their individual learning and development needs met consistently	26/07/2023
implement effective arrangements to support, coach and train staff to improve the quality of teaching	26/07/2023
ensure that staff understand and consistently meet the individual needs of all children with special educational needs and/or disabilities	26/07/2023
review the organisation and supervision of children during activities and daily routines to minimise risk and ensure their safety.	26/07/2023

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

	Due date
improve parent partnership arrangements to ensure that parents and carers receive regular updates about the progress that their own children are making	26/07/2023
implement a well-planned and sequenced curriculum that covers all areas of learning and reflects children's individual learning needs.	31/08/2023

Setting details

Unique reference number	EY490861
Local authority	West Sussex
Inspection number	10282134
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	0 to 5
Total number of places	25
Number of children on roll	61
Name of registered person	Norto5 Limited
Registered person unique reference number	RP527187
Telephone number	0845 004 5226
Date of previous inspection	13 February 2023

Information about this early years setting

Norto5 KIDZ Academy - Cuckfield registered in 2015. It operates from the cricket sports pavilion in Cuckfield, West Sussex. The provider employs six members of staff. The manager holds an appropriate early years qualification at level 3. The setting is open from Monday to Friday, 8am to 6pm, all year round, excluding bank holidays.

Information about this inspection

Inspector
Sherrie Nyss

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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 went on a learning walk with the manager to establish the priorities for the curriculum.
- The inspector observed the quality of education during activities and daily routines to assess the impact they have on children's learning.
- The inspector spoke with staff and children at suitable times during the inspection.
- A joint observation was completed and discussed with the manager.
- The inspector tracked children to establish what it is like for a child at the nursery.
- The inspector held a discussion with leaders and the manager in relation to the leadership and management of the nursery.
- The inspector looked at relevant documentation, such as evidence of suitability and vetting checks, first-aid certificates and staff personnel files.

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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