

Inspection of Selsey Community Nursery Cio

Manor Road, Selsey, Chichester, West Sussex PO20 0SE

Inspection date: 26 July 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 breaches in the safeguarding and welfare requirements of the early years foundation stage compromise children's safety and well-being. The manager has not ensured that staff have sufficient knowledge of child protection. In addition, the quality of education children receive is weak.

Staff do not plan purposeful activities to challenge or extend children's learning. They do not know what skills children have already learned. As such, staff do not know children's stages of development and do not know how to build upon what they have already learned. Furthermore, some staff are unclear about the intentions for activities they are providing, and they do not always know what areas of learning activities promote. This has a detrimental impact on the progress children can make.

Children demonstrate satisfactory behaviour. For example, older children work together and take turns to complete an educational computer game. However, children do not develop the positive attitudes to learning of which they are capable. This is because they are not consistently offered interesting or engaging activities to stimulate their curiosity for learning. Overall, children are not receiving the teaching required from staff to continually strengthen their skills and knowledge.

Generally, children are happy and will seek out staff for comfort when needed. However, key-person arrangements in place are not effective to meet children's individual needs. This has a negative impact on children receiving the tailored care and learning opportunities they require.

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

- Weaknesses in staff's safeguarding knowledge are not identified or addressed. Although the manager ensures that staff complete relevant training, she has not ensured that staff's knowledge is robust or up to date. Staff are not confident to identify some safeguarding issues. For example, some staff have no understanding of county lines, or female genital mutilation (FGM). This means they are not able to identify when a child may be at risk of harm. In addition, staff are not clear about local safeguarding partners and who they would report any concerns to. This compromises children's safety. However, the manager, who is also the designated safeguarding lead, does demonstrate a secure knowledge of child protection.
- The manager does not monitor the quality of provision effectively. She does not ensure that staff provide a curriculum that meets the needs of individual children. Although the manager has a clear vision of what a broad and ambitious curriculum should look like, weaknesses in staff's practice mean it is not

implemented effectively. As such, this limits the learning opportunities children have access to. This does not enable children to make the good progress they are capable of.

- There are no arrangements in place for regular staff supervision. The manager has not ensured that a consistent level of training, support and coaching is in place for staff to be effective in their roles. As such, gaps in staff's knowledge are not identified. This impacts on the staff having the appropriate knowledge and skills and on the quality of education and interactions children receive.
- Generally, children's language and communication skills are well supported. For example, older children explore a growing area in the garden. Staff narrate their exploration as they delve beneath leaves and explore ants. Children learn new words, such as 'focus', as they use magnifying glasses to capture views of a butterfly and observe it closely. Younger children get to hear simple words and particularly enjoy song time. However, some staff provide little interaction for children. This means the experience they receive is variable. This is because staff do not receive the mentoring they need to continually improve their personal effectiveness.
- Children do not benefit from receiving consistent care from staff who know them well. Despite all children having an allocated key person, the arrangements in place are not effective. For example, key persons or term time only staff have not carried out robust handovers to other staff. This means these staff do not have sufficient knowledge about each child. To ensure that effective staff deployment is maintained, sometimes, children spend time in other rooms. During these times, children receive care from unfamiliar staff, which does not ensure that their emotional and learning needs are met. This means children do not receive the same level of care consistently.
- The manager has a clear understanding of how to support children with special educational needs and/or disabilities and children who are learning to speak English as an additional language. She has clear procedures in place to ensure that support is sought for children with emerging needs. In addition, she demonstrates a robust understanding of other professionals they might work alongside to support these children.
- Parents report that their children are happy at this nursery. They comment that their children particularly enjoy the opportunities to explore the outdoor space. Parents comment that management is approachable and that they enjoy receiving communication from staff about their child's day.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in safeguarding impact upon children's safety. The manager has failed to ensure that all staff have acquired sufficient knowledge and understanding to identify, respond, and report concerns about a child or staff member. Staff's knowledge of local safeguarding partnerships is weak. Staff do not have the knowledge required to identify other safeguarding issues, such as FGM. However, staff do demonstrate an understanding of risk assessment, including how they

minimise any risks or hazards to keep children safe. The manager has a robust knowledge of the recruitment processes to ensure those working with children and their families are suitable to do so.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
take action to ensure that staff have secure, up-to-date knowledge of safeguarding issues and know how to identify and refer any concerns about a child or about the behaviour of a colleague appropriately and in line with local safeguarding partnership guidance	17/08/2023
provide effective coaching and training to all staff to ensure they have a clear understanding of their roles and responsibilities, including implementing a broad and ambitious curriculum for all children	17/08/2023
ensure that staff receive regular supervision to improve their personal effectiveness and identify any gaps in their knowledge or skills quickly	17/08/2023
improve key-person system arrangements to ensure all children's learning and emotional needs are met consistently.	17/08/2023

Setting details

Unique reference number	EY556173
Local authority	West Sussex
Inspection number	10302005
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 4
Total number of places	60
Number of children on roll	77
Name of registered person	Selsey Community Nursery Cio
Registered person unique reference number	RP556172
Telephone number	01243 603618
Date of previous inspection	9 August 2018

Information about this early years setting

Selsey Community Nursery registered in 2014. It is situated next to the Selsey Community Centre, in Chichester, West Sussex. It is open Monday to Friday, from 7.30am to 6pm, for most of the year. The nursery is managed by a committee, which employs 21 members of staff. Of these, 13 staff hold an appropriate early years qualification at level 2 or above. The provider receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector
Natalie Moir

Inspection activities

- This was the first routine inspection the provider 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they wanted their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager carried out a joint observation of a planned group activity with the inspector.
- Parents shared their views of the provision with the inspector.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023