

# Inspection of Norto5 KIDZ Academy - Cuckfield

The Pavilion, South Street, Haywards Heath RH17 5AB

---

Inspection date: 5 December 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thoroughly enjoy their time at the setting. They are happy, safe and develop a secure sense of belonging. Staff greet children with a warm welcome as they arrive. They catch up on children's news and mirror their excitement as they talk about meaningful events, such as holidays. Children invite others into their play and enjoy each other's company.

Staff support children to make connections with the world around them through play. For instance, children learn about construction sites as they play in the building area. Staff help children understand how builders stay safe by wearing hard hats and high-visibility vests, and why these are important. Children work in collaboration. They assign each other roles as they work together to build a wall out of play bricks. They gather, load, deliver and dump the bricks using construction vehicles.

Children behave well. They listen to instructions and follow the rules with ease. For instance, children wait patiently. Children develop good attitudes towards their learning. For example, staff encourage children to persist with things they find difficult, such as using rolling pins. Children take pride in their achievements, as staff take photos to share with parents. This supports children to develop good self-esteem.

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

- The manager uses effective supervision to provide staff with the knowledge, skills and support they need to be effective. This is reflected in the quality of teaching and the progress that children, including children with special educational needs and/ or disabilities, make from their starting points. Staff work well with parents and professionals. For instance, parents receive regular updates on children's progress and care. They report that their children have grown in independence and confidence during their time at the setting.
- The manager and staff know the children well. They implement a curriculum that builds successfully on what children already know. They plan interesting activities to capture children's curiosity and promote their next steps in learning. However, on occasion, staff over complicate activities by adding too many resources. This can dilute the learning intent. For example, staff use water and food colouring to help children learn how secondary colours are made. However, children become distracted by the herbs and glitter that staff add to the tray.
- Staff support children's emerging speech and language well through quality interactions. For example, staff come down to children's level when communicating, taking care to engage children's listening skills as they model clear pronunciation. Staff expand children's vocabulary as they introduce words

such as 'pipette' and 'funnel' during water play. This helps children develop the skills they will need to be effective communicators.

- Staff help children develop an understanding of early mathematical concepts. For example, they help children identify patterns as they twist two different-coloured pipe cleaners together to make 'candy canes'. Staff introduce size and volume as children make hot chocolate in the garden. Children pour their mixtures into a variety of containers and explore the concepts of 'full', 'empty', 'heavy' and 'light'. This helps children develop a secure foundation to support future learning.
- Staff promote and model compassion consistently well. They pose simple questions to help children make kind choices. For example, staff identify that there are not enough chairs for a friend who is wanting to join the activity. Children consider how they might help, before moving their chairs to create more space for their friend. The meaningful praise children receive helps validate their positive behaviour. Children start to develop valuable friendships as a result.
- Staff provide children with opportunities to develop their independence skills. For example, children learn to look after their own care needs, such as feeding themselves. Even the youngest children attempt to put on their own coats and shoes in preparation for garden time. Children tidy up and put their own belongings away. This helps increase children's confidence and prepare them well for their eventual move to school.
- Children have lots of opportunities to practise and refine their motor skills, preparing them well for future writing. For example, children strengthen their hand muscles and dexterity as they manipulate play dough. They pound, squeeze and roll the dough as they create models. Children enjoy being active in the garden. They kick balls, ride tricycles, run and learn to balance as they navigate beams.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team have effective safeguarding procedures in place. They demonstrate a secure understanding of the signs and symptoms that may indicate a child welfare concern, such as those relating to county lines and non-accidental injury. They update their safeguarding knowledge regularly and demonstrate a good understanding of the safeguarding policies and procedures, including the action to take should safeguarding concerns require immediate attention. The manager has effective risk assessments in place to ensure children are kept safe from potential risks in the environment. These are shared and understood by staff. Children are kept safe and secure as a result.

## What does the setting need to do to improve?

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

- review activities and resources regularly to ensure they securely promote the learning intent.

## Setting details

<b>Unique reference number</b>	EY490861
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10305719
<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 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	61
<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>	6 July 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

Paula Sissons

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector talked to the manager, staff and children 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 inspector spoke to parents 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