

Inspection of Horsham Nursery School Under 3's

Harwood Road, Horsham, West Sussex RH13 5UT

Inspection date: 7 December 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children and their families receive a very warm welcome from leaders and staff upon arrival. Staff are nurturing and show great kindness to children and their families. This enables children to feel safe and secure in their nursery environment and to settle quickly and develop strong relationships with others. Staff support children's understanding of what is happening next by using their interest in pretend play. For example, when coaxing a baby to be ready for a sleep, they help the babies to set out their teddy bears. They lie them down in the cosy corner, and babies show that they understand that, after a sleep, they wake up and return to their play.

Children receive lots of praise for their efforts. For example, when babies show their new-found skills, such as when they stand without holding on, staff vocally praise them. Babies relish the warm embrace they receive and respond by hugging staff in return. This boosts children's confidence and self-esteem. Leaders support staff to have secure ambitions for all children, including those with special educational needs and/or disabilities. They have aspirational goals for children to achieve before they move on to the next age group room. This enables staff to plan challenging and purposeful experiences, which they base upon what children need to learn next, incorporating their current interests.

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

- Leaders have a secure understanding of how to plan a curriculum that reflects what children need to learn next. They know how to assess the quality of staff's interactions with children. They recognise the importance of providing feedback in a supportive manner to further increase staff's practice. This in turn improves the quality of experiences that staff provide for children.
- Key persons understand children's care and development needs and what children need to learn next. There are clear systems in place for staff to be aware of children's next steps. This enables them to make effective use of their interactions with children to enhance learning.
- Children relish times for messy play. Babies delight in exploring the shaving foam and paint, learning how it feels to touch. Toddlers use their senses as they explore play dough, smelling the cinnamon, star anise and clementine peel. This enhances their creativity and sensory development.
- Children have group story times and singing sessions. They choose an item from the song bag and then sing a song linked to this. However, sometimes, these sessions are interrupted or are not fully engaging for all children. This does not enhance children's concentration skills even further.
- Toddlers enjoy pretend play and making meals. They know to turn on the hob and to use the oven glove when taking a saucepan off the oven. This shows that

they can recall information and re-enact aspects that they observe.

- Children react with excitement when they learn new things. For example, when staff show children how to blow through a straw, they smile with glee at how it feels on their faces. Children then attempt to copy the action, building their ability to learn and practise new skills.
- Children are learning about their emotions and how to regulate their feelings. However, staff do not consistently provide a simple explanation about the possible consequences of their actions. This does not help children to fully understand and regulate their behaviours.
- Children enjoy demonstrating their small-muscle skills. For example, they cut sticky tape with scissors to secure the wrapping paper around the Christmas presents. Under direct supervision, during forest school activities, children use real tools, such as a hand drill to make Christmas tree decorations. This challenges and extends children's dexterity.
- Leaders and staff foster effective relationships with children and their families. Staff get to know parents and are therefore able to offer support and reassurance when needed. Parents report that they can see great development in their children's confidence and speaking skills. They comment that the nursery is 'wonderful' and that they 'can't recommend it highly enough'.
- Leaders fully value their staff and ensure access to training, to enable them to gain professional qualifications. Additional training always has a clear rationale and is specific to meet children's needs. Staff report how leaders offer valuable support for them to be effective in their roles and ensure their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the procedures to follow in the event of a safeguarding concern about a child or adult. They understand that they need to refer initial concerns to the management team and to invoke the whistle-blowing procedure, if needed. Leaders follow safer recruitment procedures to ensure that staff are suitable to appoint as a member of their team. Staff perform risk assessments of the environment successfully. This includes when children are accessing the forest school area. This enables children to play and learn in a safe environment. Staff undertake training in safer sleeping practices and adhere to the procedures relating to this. For example, staff make a visual and physical check on each sleeping child every 10 minutes to ensure their welfare.

What does the setting need to do to improve?

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

- revise group and key times of the day to strengthen children's engagement in the learning experience or activity

- strengthen staff's understanding of the importance of explaining to children about the consequences of their actions.

Setting details

Unique reference number	EY363619
Local authority	West Sussex
Inspection number	10305214
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 3
Total number of places	42
Number of children on roll	67
Name of registered person	Horsham Nursery School Governing Body
Registered person unique reference number	RP907706
Telephone number	01403 224430
Date of previous inspection	15 February 2018

Information about this early years setting

Horsham Nursery School Under 3's is based at Horsham Nursery School and registered in 2008. It is run by the governing body of Horsham Nursery School under the umbrella of West Sussex County Council. Day care provision for children aged under three years is open each weekday, from 8am to 6pm, for 51 weeks of the year. The provider receives funding for the provision of free early education for two-year-old children. There are 24 members of staff, 14 of whom hold a recognised childcare qualification.

Information about this inspection

Inspector

Helen Penticost

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.
- The provider, manager and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector carried out a joint observation with the provider and manager.
- The inspector spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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