

Inspection of Catkins Nursery

Three Acres, HORSHAM, West Sussex RH12 1RS

Inspection date: 16 January 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children make superb progress in this exceptional, nurturing nursery. Staff forge excellent relationships with children and their families. All staff have in-depth knowledge of children, what makes them unique and their individual, avid interests. These are carefully intertwined into each child's daily experience. Staff warmly greet children as they confidently arrive, eager to start their day. Staff are attentive to those who need a comforting cuddle on arrival, quickly supporting children to settle with ease.

Staff plan a variety of rich, and exciting experiences for children. Children delve into activities and instantly become engrossed in their play. Interactions between staff and children are of exceptional high quality, and consistently broaden children's vocabulary as they are exposed to new words and their meanings. The environment which all staff create supports children to blossom in self-confidence, determination and persistence to learn new things.

Staff have high expectations of children, and, as such, children's behaviour is exemplary. They excitedly seek out friends to share play experiences with, inviting others to join their play. Staff are remarkable role models for children in everything they do. In turn, children learn to show kindness and inclusiveness to their friends. For instance, children independently use large construction pieces to create a walkway where they can practise balancing. Children hold out their hands as friend's wobble, offering support. They provide each other with encouragement and are quick to celebrate with friends as they succeed. These opportunities support children to flourish and grow to become positive members of society.

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

- The passionate manager and dedicated staff work tirelessly to create a highly ambitious and stimulating curriculum for all children. Staff are extremely confident about what skills children have already learned, and what they want to teach them next. Children access a broad, well-balanced, rich set of experiences that support them to continually build and extend their knowledge and learning. For instance, older children eagerly take part in cooking activities. They relish the responsibilities that staff provide, such as ringing their kitchen doorbell and confidently asking the chef for ingredients they need. Staff teach children to follow a basic recipe and they identify numbers as they weigh out their ingredients in grams.
- The manager recognises the importance of positive staff well-being and has effective systems in place to ensure staff feel exceptionally well valued. Staff have access to highly targeted training to enable them to individually become experts in their areas of passion. For instance, staff receive targeted training to

specifically support children with special educational needs and/or disabilities (SEND). As a result of ongoing high-quality staff training, coupled with a purposefully planned curriculum, all children make excellent progress.

- Children's communication and language skills are consistently supported and enhanced. Staff skilfully narrate children's play, consistently extending their ideas and thought processes. Staff recognise when children need time to pause and think before they respond. This gives children time to process new ideas and solve their own problems. Children confidently engage in meaningful conversations during all aspects of their play. Those whose spoken language has not yet fully developed are supported with visual prompts, gestures and signing to ensure their needs and wants are heard. Children who speak English as an additional language have their home language carefully woven into daily activities. Children hear the different languages their friends speak alongside English. Those whose home languages are heard show confidence and pride as they join in with staff.
- Mealtimes are wonderfully social and promote opportunities for high levels of independence. Children self-serve, pour their own drinks and politely pass things to friends. Staff take opportunities to talk about foods they eat, teaching children the effects these have on their bodies. For example, staff explain that satsumas contain vitamin C, which helps them stay healthy and fight colds. Children recall learned information, remembering that 'orange foods' help them to see in the dark. They help decide what is on the next week's menu and excitedly request various things such as chicken rolls and pies. Staff value children's contributions exceptionally well.
- A love of books is strongly promoted. Children access a well-thought-out library area and delight in self-selecting their own stories. Staff read to children with enthusiasm and bring stories to life. They use reading opportunities to teach children about other aspects of books. For instance, as children gather to enjoy their favourite story, staff share the 'original' story and explore different versions of the book, and discuss how this has changed over time. Children listen intently, soaking up new knowledge. This develops children's early love of literacy.
- All staff have high aspirations for children with SEND. Staff get to know children from the outset. They are excellent advocates for these children. For example, the lead and assistant special educational needs coordinators work closely with staff to promptly identify when children may need further support. They make swift referrals to outside agencies, so that children receive timely interventions. They devise precise, personalised plans for all children with SEND. As a result, children access an ambitious curriculum that is designed to meet their needs.
- All staff proudly understand the importance of partnership with families. Parents have access to a range of communication methods and are kept up to date exceptionally well. Parents comment how they value the 'warm and homely' feel, as well as the 'attention to detail taken to include children's own personalities'.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY490599
Local authority	West Sussex
Inspection number	10305626
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	2 to 4
Total number of places	24
Number of children on roll	37
Name of registered person	Catkins Child Care Sussex Limited
Registered person unique reference number	RP903347
Telephone number	01403 258 962
Date of previous inspection	28 February 2018

Information about this early years setting

Catkins Nursery registered in 2015 and is located in Horsham, West Sussex. The nursery provides day care from Monday to Friday from 8am until 6pm for 50 weeks of the year. The provider is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. There are 11 members of staff, of which eight hold appropriate early years qualifications from level 3 to level 6.

Information about this inspection

Inspector
Natalie Moir

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation of a planned activity with the inspector.
- The special educational needs coordinators spoke to the inspector about how they support children with SEND.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- 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.

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