

Inspection of The Early Bird Nursery School

Heritage House, 80 Woodlands Avenue, Rustington, Littlehampton, West Sussex
BN16 3EY

Inspection date: 20 February 2024

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 arrive happy and joyful, excited about their day ahead. They confidently wave goodbye to their parents. Older children put their coats and bags away. They begin discussions about their activities and friends at nursery. Babies have close and meaningful relationships with practitioners. They sit together having cuddles. Practitioners engage them in songs to support babies to settle in. Children's emotional well-being is supported fully.

Behavioural expectations are embedded throughout the different rooms at the nursery. Children demonstrate high levels of respect for one another. For example, they support each other with tasks such as undoing zips and carrying boxes. Practitioners support children by reminding them of clear rules such as 'kind hands' and 'walking feet'. Children develop a good understanding of how to manage their behaviour.

Practitioners plan activities to support children in achieving the next steps in their learning. For example, practitioners design an interesting play dough activity. They encourage children to use a variety of tools and resources to create aliens. This supports children to use their creative skills and build the small muscle movements in their hands needed for early writing.

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

- The manager plans a clear and robust curriculum. She knows what she wants children to learn at each part of their journey throughout the nursery. Practitioners understand this curriculum and know their children well. They use assessment effectively to continuously build on what children know and can do. Children make good progress.
- Practitioners read stories with excitement and enthusiasm. Young children become absorbed and maintain attention for long periods. Practitioners draw on children's knowledge. They talk about the different animals in the story. Children develop a love of reading and are highly engaged in learning.
- Babies care needs are met by attentive and responsive practitioners. They quickly respond when babies have runny noses or need a cuddle for reassurance. During nappy changes, practitioners sing songs and rhymes with babies. Care needs are attended to sensitively. This supports children's emotional security.
- Practitioners follow children's lead during activities. When young children are enjoying lining up trains for example, practitioners introduce counting. Children become interested in this activity and join in by saying the numbers they remember. They begin to develop their early mathematics skills.
- Children behave well. They have a clear understanding of what is expected of

them. For example, young children line up patiently, waiting to be led outside. Furthermore, at tidy up time, older children work together. They collect all the toys and place them away with care. Children develop a strong sense of responsibility and independence.

- Practitioners know how to support children's developing communication skills. For example, when babies explore some dry pasta, practitioners add words such as 'scoop' and 'shake'. Older children build their conversational skills. They talk to practitioners about activities with their families such as going swimming. Children build broad vocabularies that reflect their experiences.
- The manager provides practitioners with support that promotes their well-being. However, she does not consistently identify precise areas for individual practitioner's professional development. This has an impact on opportunities for them to develop their skills and continue to raise teaching standards.
- Occasionally, some practitioners remind children about washing their hands, for example, after using the toilet. However, practitioners do not consistently provide children with clear messages about how to lead a healthy lifestyle. At times, for instance, they do not consider how to build on children's understanding of the importance of a healthy diet or washing their hands before eating.
- Parents explain they are happy with the communication they receive from the nursery. They discuss how they have regular contact with their child's key person. Parents feel part of their child's learning journey at nursery. Parent partnerships are strong.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- provide practitioners with more precisely targeted professional development support to continually raise teaching standards
- deliver consistent messages to children that support healthy choices and promote good health.

Setting details

Unique reference number	EY263172
Local authority	West Sussex
Inspection number	10311710
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	25
Number of children on roll	45
Name of registered person	Early Bird Nurseries Limited
Registered person unique reference number	RP527546
Telephone number	01903774464
Date of previous inspection	6 April 2018

Information about this early years setting

The Early Bird Nursery School registered in 2001 and is located in Rustington, West Sussex. It is open each weekday from 8am to 6pm, all year round. There are nine members of staff, seven of whom hold appropriate early years qualifications at level 2 or level 3. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Nicola Houston

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between practitioners and children.
- The inspector spoke to several 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.

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