

Norto5 KIDZ - Lindfield

The Pavilion, Hickmans Lane, Lindfield, HAYWARDS HEATH, West Sussex, RH16 2PX

Inspection date

28/10/2014

Previous inspection date

08/07/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children benefit from a friendly, welcoming and inclusive setting. They have positive relationships with staff and each other.
- Staff plan and provide an interesting variety of activities and experiences for children that are well matched to their interests and needs.
- Staff work closely with parents and keep them well informed about their child.
- The staff team work hard to make changes and improvements where needed and are committed to continually developing the provision for children.

It is not yet outstanding because

- Staff do not always plan circle time activities effectively to take into account the individual needs of all of the children in the group.
- Strategies for engaging parents in their child's learning at home are not fully extended.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children taking part in indoor and outdoor activities.
- The inspector had discussions with the manager and staff.
- The inspector sampled records including children's files, planning, development plans, risk assessments and staff suitability records.
- The inspector offered the manager the opportunity to take part in a joint observation and had discussions with her about staff practice.
- The inspector spoke to parents at the setting and by telephone and took account of their views.

Inspector

Rebecca Khabbazi

Full report

Information about the setting

Norto5 KIDZ - Lindfield registered in 2007. It is one of three nurseries owned by Norto 5 Limited. The nursery operates from a single storey pavilion in Lindfield, near Haywards Heath, West Sussex. Children have access to a main playroom and there is an enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 55 children in the early years age range on roll. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery supports children who have special educational needs and/or disabilities, and children who are learning English as an additional language.

There are five members of staff who work with the children, including the manager. The manager has a relevant level 4 qualification; two staff have qualifications at level 3 and one at level 2. There is one member of staff working towards a level 3 qualification.

What the setting needs to do to improve further

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

- review the planning of large group activities to fully consider each child's needs and to support the children's listening and attention skills
- extend systems further for engaging parents in their child's learning at home.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff welcome all children into the nursery. They gather detailed information about each child's background, starting points and needs. They ask parents to fill in forms about their child's needs and interests and talk to them during settling-in visits. This ensures they get to know children well and can provide the support they need.

Staff show a good understanding of how children learn through play. They make regular observations of children's achievements and take note of their interests. They use this information well to plan activities for children that effectively build on their knowledge, interests and skills. They ensure that they review children's next steps regularly to monitor children's development. As a result, children make good progress in their learning. Staff talk to parents each day to provide feedback. They invite them to regular reviews and

keep them up to date with their child's next steps. This effective communication supports children's learning and progress at the nursery. However, staff have not yet fully developed strategies for involving parents in their child's learning at home. For instance by providing suggestions for activities parents can continue at home to help children work towards their next steps.

Staff plan and provide a wide variety of interesting activities for children. They teach and help children to develop a range of useful skills that prepare them well for the next stage of learning and for school. They support young children's emerging communication and language skills effectively when they talk to them as they play and sing songs and rhymes. They encourage older children to join in conversations and give them time to answer questions and express their ideas. Older children confidently join in at story time and enjoy familiar stories. However, staff do not always plan group sessions, such as story time, effectively to ensure that younger children or those with additional needs are fully included and engaged. During the inspection, this meant that a few children became bored and lost interest and the session did not support the development of their listening and attention skills. Staff support children who are learning English as an additional language appropriately by finding out words from home and including signs and labels in their home languages around the room.

Staff support children's understanding of number well through everyday activities. They asked children to work out how many rice cakes they needed so everyone had one at snack time. Staff stimulate children's curiosity about the world around them. They take them for walks to explore the field and children enjoyed planting daffodils and watching them as they grew. Staff encourage children to look at things closely and children enjoyed examining pumpkin seeds with magnifying glasses and trying to pick them up with tweezers. Staff adapted the activity so that younger children were also involved, providing an opportunity for them to explore the seeds and the texture of the mashed pumpkin. The staff join in with children's play and support their creativity. They encouraged the children to develop their own ideas as they made spider pictures with paper and glue. They provided suggestions for resources to help a group of children to extend an imaginative role-play game, and children happily gathered food and a barbecue for a picnic with their dolls.

The contribution of the early years provision to the well-being of children

An effective key-person system helps children to settle quickly in the nursery. Children benefit from consistent carers who they get to know well. Staff are warm, caring and attentive to children's individual needs. They are careful to follow younger children's familiar home routines for feeding and sleeping when they start. This helps children to feel secure and effectively supports their emotional and physical well-being. Children quickly become familiar with the routines and expectations of the nursery. They line up to go outside and sit patiently at the table before lunchtime. Staff offer consistent support and guidance to support children's personal, social and emotional development. They remind children to be kind to each other and to take turns. Children show care and concern for one another, going to get a tissue for their friend or helping them with their turn on the

computer.

The nursery is clean, suitably maintained and welcoming, with bright displays of children's work. Space is well organised with separate areas for different activities. Children have access to a wide variety of suitable resources according to their age and needs. Children grow in confidence and independence as they select from the range of easily accessible play materials. Staff have reviewed and updated risk assessments for all areas of the nursery to ensure that the premises are safe and secure at all times. They make daily checks of the nursery and the outdoor area so that children can play safely. The staff supervise children vigilantly at all times and have clear roles and responsibilities during outside play in order to promote children's safety. Children learn about risks and how to keep themselves safe when staff remind them why they should not run inside or teach them how to use equipment, such as scissors, safely. Children take part in regular fire drills so that everyone knows what to do in an emergency.

Staff promote children's good health effectively. All staff have first-aid certificates to ensure that children are well cared for if they have an accident or are unwell. Children learn to manage their own personal needs when they wash their hands before they eat. Staff follow careful procedures for changing nappies, such as wearing aprons and gloves, which helps them to minimise the risk of cross-contamination. Children benefit from well-balanced meals and snacks that take into account their nutritional needs. At the inspection, they enjoyed a variety of fruit at snack time and chicken curry and rice for lunch. Children gained useful self-care skills when they cut up their banana with plastic knives on their own chopping boards at snack time, and poured their own drinks. Children play outside every day as part of a healthy lifestyle. They have fun practising their physical skills as they run around, ride bicycles and have a turn with a hoop. They benefit from physical challenges indoors as well and eagerly climbed and balanced on the climbing frame.

The effectiveness of the leadership and management of the early years provision

Effective arrangements are in place to safeguard children's welfare at all times. Staff have recently updated their knowledge of health and safety and risk assessment. They have a good understanding of their responsibility to provide a safe and secure environment for children. Appropriate recruitment checks are in place for all staff, to ensure that they are suitable to work with children. Staff are aware of the need to inform the provider of any changes, which helps the management team to monitor their ongoing suitability. Staff are familiar with the procedures to follow if they have concerns about a child's welfare, to help to keep them safe. All required documentation is in place that supports the smooth day-to-day running of the nursery. Records are organised into a clear system so that they are easily accessible for inspection. A detailed induction procedure is in place to help to ensure that staff are familiar with policies and procedures and can implement them in practice. The manager monitors staff performance by carrying out observations of their practice, supervision sessions and staff meetings. Staff attend local courses to develop and extend their skills. This approach helps to ensure that the staff group is well-trained and

supported.

Staff have a good understanding of the learning and development requirements. They provide well-balanced educational programmes that cover all areas of learning. The staff monitor children's progress closely, which helps them to quickly identify any gaps in learning or areas for additional support for individual children. They have recently introduced new strategies for encouraging children's interest in stories. This includes regular focus books, after recognising this as an area where a number of children would benefit from support. This has led to new and exciting experiences for children as they fully explore a story and bring it to life through creative activities and role play. The staff adapt activities as appropriate for younger children and those with special educational needs and/or disabilities to promote their full inclusion in the nursery provision. They work closely with other professionals where needed to ensure a consistent approach to meeting children's needs. Staff constantly reflect on their practice and make changes that have a positive impact on outcomes for children. For example, they have recently reviewed the organisation of resources to make the book area more inviting and accessible. They have plans in place to further develop outdoor play activities, including introducing a mud kitchen for exploratory play. This approach ensures children continue to benefit from new and varied challenges and learning opportunities.

Staff have friendly relationships with parents and welcome them warmly into the nursery. They keep parents well informed through daily conversations, regular meetings and the information put up on the notice board. A wealth of information is available on the nursery's secure website, including frequent blogs. Parents comment that they particularly value the welcoming environment and the very positive and caring approach of staff. They are pleased with the progress that their children make and feel they are safe and well cared for.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY359520
Local authority	West Sussex
Inspection number	828752
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	55
Name of provider	Norto 5 Limited
Date of previous inspection	08/07/2009
Telephone number	08450045226

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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