

Inspection of Hassocks Happy Feet

The Beacon Ground, Hassocks Football Club, Hassocks BN6 9LY

Inspection date: 18 June 2024

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

The provision is inadequate

Weaknesses in the overarching safeguarding processes mean that children's safety and well-being are compromised. For example, designated safeguarding leads (DSLs) do not have robust knowledge to ensure that any safeguarding concerns are dealt with in an appropriate and timely manner. Furthermore, some staff lack knowledge of child protection issues or how to respond to these. This does not support them to keep children safe.

Support for children's learning and development is inconsistent. Staff's knowledge is variable. Some staff know their children well in order to plan activities to build on their knowledge and skills, but other children do not benefit from the same support. Staff do not know all children well enough to plan activities or identify age-appropriate next steps to meet their individual needs. In addition, staff do not communicate effectively with each other to make sure children with special educational needs and/or disabilities (SEND) receive agreed support. This does not help all children learn and achieve well.

Children settle well and show curiosity as they explore a wide range of activities and resources to facilitate their play ideas. Staff read stories to children and seek their views. This provides opportunities for children to practise their communication skills and share their ideas with their friends. However, staff do not consistently support children to behave well. Unwanted behaviour is not challenged sufficiently to help children understand expected behaviour and boundaries. Nonetheless, children in the toddler room delight in engaging with water play activities. They are totally absorbed in their play as they use pipettes and brushes to wash the toy sea creatures. Staff model language well, sharing new words linked to play experiences to help children make connections in their learning.

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

- There are weaknesses in the safeguarding and welfare requirements. The nominated individual has very recently taken on the role as the setting manager. Although steps have been taken to keep children safe at mealtimes, weaknesses remain in safeguarding practices. The nominated individual has evaluated the quality of the provision and recognises that action is required to drive improvement. For example, there are weaknesses in staff safeguarding knowledge as well as ineffective risk assessments. Staff do not carry out robust checks prior to children playing in the outdoor play space to ensure it is safe. As a result, children are exposed to risks, including stagnant water and discarded broken plastic containers.
- The curriculum offered is inconsistent. There are some strong elements of teaching practice that help build on what children already know, remember and

do. However, some staff do not know how to plan and implement a purposeful curriculum that precisely aligns to the individual needs of children. Consequently, some children do not receive quality learning and development opportunities or next steps that match their age and stage of development.

- There are inconsistencies in the levels of support some children receive, particularly children who have been identified with SEND. For instance, staff providing care for children with delays in their development do not know about or implement their support plans. This does not help children to make progress.
- The key-person approach is not effective. Children are cared for by different staff who are not consistently clear about the individual plans to support children's care, learning and development. For example, some staff do not know what they should be delivering to ensure children have purposeful learning experiences. Furthermore, staff are unclear about the care plans for children who have existing medical conditions.
- Staff do not provide a consistent approach to supporting children to understand the behavioural expectations and boundaries of the setting. Consequently, children receive mixed messages about what is acceptable and unacceptable behaviour. This does not support children well to help them learn about the impact their behaviour has on themselves and others.
- Communication with parents is not always good enough. Parents do not receive regular information and updates about the provision. Furthermore, staff do not ensure all parents are clear about the progress their children are making. This does not support effective parent partnerships.
- Children demonstrate their keenness to share with others what they know and can do. For example, children proudly show they can navigate the climbing wall, slide and balance beams. Children develop their gross motor movements and are learning how to move their bodies in a variety of ways. Furthermore, children delight in engaging in a paint-mixing activity and predict the colours they need. This is linked to a focus story staff share with them. A child excitedly explains to an adult, 'I made pink by mixing red and white together.' Children show enthusiasm for testing out their ideas and sharing what they know.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure all DSLs have a robust understanding of their roles and responsibilities, report child protection concerns in a timely manner and know how to manage allegations appropriately	20/08/2024
improve all staff's understanding of child protection matters and how to raise concerns to agencies with statutory responsibilities in line with local procedures	20/08/2024
ensure staff conduct safety checks in all areas that children have access to and take steps to minimise risk to keep children safe	20/08/2024
ensure the curriculum is precisely planned and implemented to meet the individual needs and development stage of each child	20/08/2024
ensure staff consistently implement support plans for children identified with SEND to help them make progress	20/08/2024
take steps to strengthen staff's understanding of the role of the key person to help ensure that every child's individual needs are known and met continuously	20/08/2024
implement effective behaviour management strategies to support children to learn how to behave well	20/08/2024
improve partnership arrangements so that parents and carers receive regular information about the nursery and their children's progress.	20/08/2024

Setting details

Unique reference number	EY369864
Local authority	West Sussex
Inspection number	10331805
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 5
Total number of places	60
Number of children on roll	49
Name of registered person	Hassocks Happy feet Partnership
Registered person unique reference number	RP527844
Telephone number	01273833248
Date of previous inspection	16 January 2024

Information about this early years setting

Hassocks Happy Feet registered in 2008 and re-registered in 2016. The nursery is open all year round, Monday to Friday from 8am to 6pm. The nursery employs 13 members of childcare staff. Of these, 11 staff are qualified to levels 2, 3 or above and two staff are unqualified. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Sherrie Nyss

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector conducted a learning walk with the manager to establish the priorities for the curriculum.
- The inspector observed the quality of education during activities and daily routines to assess the impact that this has on children's learning.
- The inspector spoke with staff and children at suitable times during the inspection.
- A joint observation was completed and discussed with the manager.
- The inspector held a discussion with the nominated individual, who is also the nursery manager, and the deputy manager in relation to the leadership and management of the nursery.
- The inspector looked at relevant documentation, such as safeguarding policies, evidence of suitability and vetting checks and first-aid certificates.

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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