

## Inspection date

31 July 2017

Previous inspection date

24 September 2014

| The quality and standards of the early years provision | This inspection:     | Requires improvement | 3 |
|--------------------------------------------------------|----------------------|----------------------|---|
|                                                        | Previous inspection: | Good                 | 2 |
| Effectiveness of the leadership and management         |                      | Requires improvement | 3 |
| Quality of teaching, learning and assessment           |                      | Requires improvement | 3 |
| Personal development, behaviour and welfare            |                      | Requires improvement | 3 |
| Outcomes for children                                  |                      | Requires improvement | 3 |

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not take all necessary steps to create a consistently safe environment for all children, particularly ensuring children do not hurt themselves in the two-year-old room. This is also a breach of the Childcare Register requirements.
- The manager does not monitor staff effectively to identify all weaknesses and raise the quality of staff practice and children's outcomes to a consistently good level.
- The effectiveness of the learning environments for children is variable. For example, staff do not provide two-year-old children with a stimulating environment at all times and children do not consistently engage in challenging play to fully support their learning.
- Self-evaluation is not used effectively to identify and address key areas to improve.

### It has the following strengths

- Staff are caring and build positive relationships with children. They get to know them well and children feel happy and settled. For example, babies enjoy cuddles with staff and pre-school children actively include staff in their play and experiences.
- Parent partnerships are effective. Staff consistently update parents on their children's learning. Parents are regularly invited into the nursery to discuss how they can support their children's learning at home, and they appreciate the help they receive.
- The manager and staff monitor the development of individual and groups of children closely. They identify gaps in learning for babies and older children well and plan precise developmental next steps for each child.

## What the setting needs to do to improve further

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

|                                                                                                                                                                         | Due Date   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| ■ take all reasonable measures to ensure a safe environment for two-year-old children, minimising risks to them falling and hurting themselves or others                | 07/09/2017 |
| ■ improve the systems for monitoring staff to provide further support, coaching and training to help raise the quality of staff practice to a consistently strong level | 07/10/2017 |
| ■ improve staff management of children's learning environments to ensure children are consistently engaged and challenged in their learning and make the best progress. | 07/09/2017 |

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

- make effective use of self-evaluation to identify weaknesses in staff practice and children's experiences to help raise children's outcomes.

### Inspection activities

- The inspector observed teaching practice and the impact this has on children's learning.
- The inspector held discussions with the manager, staff and children.
- The inspector read some of the nursery's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

### Inspector

Ben Parsons

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The manager offers support and coaching to staff, such as through individual meetings and further training. However, she has not sufficiently identified and acted on the weaknesses in practice to help all children consistently engage in their learning. Although, self-evaluation is not fully effective in supporting consistently good outcomes, the manager does include the views of staff and parents. They have made some positive changes to the nursery and have improved the outdoor area. For example, staff have introduced more opportunities for children to develop their ideas in play creatively and to explore how plants grow and change over time. Safeguarding is effective. The manager and staff have a secure understanding of child protection issues and know how to report concerns about a child's welfare. They meet the required adult-to-child ratios at all times.

### **Quality of teaching, learning and assessment requires improvement**

Staff regularly observe children's learning and assess their development closely. Overall, they plan effectively to support children's development needs. For example, pre-school children enjoy exploring the garden for hidden dinosaur pictures and learn new words, such as 'stegosaurus'. However, at times, staff do not provide two-year-old children with a broad range of activities to motivate them in their learning. They do not make sure the environment consistently engages and challenges children. Staff encourage babies to explore using their senses. For example, they enjoy exploring 'sensory bottles', watching them closely as the liquid moves and colours change. Staff support children's communication skills well. For instance, they encourage plenty of interesting conversation with older children and use simple language to describe what babies see and do.

### **Personal development, behaviour and welfare require improvement**

Older children develop positive social skills and make trusting friendships. They work together well and happily discuss storylines in their play, such as when going on imaginary camping trips and making pretend campfires in the garden. However, staff do not monitor effectively the safety of the two-year-old children's playroom. For example, they do not tidy the room regularly throughout the day and, at times, there are toys spread across the floor which become tripping hazards for children. Children learn about the importance of exercise and a healthy diet. They have enjoyable daily opportunities to explore and exercise in the very well-resourced outdoor environment. For example, children happily climb and balance on beams and throw balls to their friends.

### **Outcomes for children require improvement**

Although children are generally well prepared for school, not all children make good enough progress in their development. Due to the variable quality of the learning environments, two-year-old children are not fully supported to achieve their full potential. Babies communicate well and are curious about the world. They have secure physical skills and enjoy creative activities. Pre-school children are very well motivated in their learning. They are eager to try new things and work things out for themselves. They show fascination about nature and explore wildlife with great enthusiasm.

## Setting details

|                                                  |                                                                                   |
|--------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                   | 113559                                                                            |
| <b>Local authority</b>                           | West Sussex                                                                       |
| <b>Inspection number</b>                         | 1070138                                                                           |
| <b>Type of provision</b>                         | Full-time provision                                                               |
| <b>Day care type</b>                             | Childcare - Non-Domestic                                                          |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 8                                                                             |
| <b>Total number of places</b>                    | 113                                                                               |
| <b>Number of children on roll</b>                | 167                                                                               |
| <b>Name of registered person</b>                 | Kid Co Ltd                                                                        |
| <b>Registered person unique reference number</b> | RP911662                                                                          |
| <b>Date of previous inspection</b>               | 24 September 2014                                                                 |
| <b>Telephone number</b>                          | 01293 775107                                                                      |

Kid Co Ltd registered in 1995. It operates in Horley, Surrey. The nursery is open between 7.30am and 6.30pm each weekday, all through the year. A holiday club runs between 7.30am and 6.30pm each weekday during school holidays. The nursery employs 33 staff, of whom two hold a relevant qualification at level 6, 16 hold a qualification at level 3 and five are qualified to level 2. The provider receives funding for the provision of free early education for children aged two, three and four years.

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