

# Reflections Nursery

Westerfields, 54 Richmond Road, Worthing, West Sussex, BN11 1PS

<b>Inspection date</b>	16/01/2014
Previous inspection date	21/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The forest school is a key feature of the nursery and provides older children with interesting and challenging experiences. This supports children's development effectively across the whole curriculum.
- Staff are highly skilled at interacting with children. Teaching is of a consistently high quality in all areas of learning. This means that children's learning is fully supported.
- Staff are outstanding in supporting children's growing understanding of safety. This means children effectively learn to recognise dangers and take appropriate action to ensure their safety.
- Children are extremely active and independent in their learning. This is because staff have high expectations of them.
- Management is highly successful in identifying the strengths and weaknesses of the provision. Managers use an extremely wide base of resources to continually evaluate and drive improvement. This means that the outcomes for children continually improve.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspectors observed children and staff's interaction in all areas of the nursery, including the outside area, the coach house and forest school.
- The inspectors spoke to children, staff and parents during the inspection.
- One inspector discussed leadership and management with the management team and the other inspector carried out a joint observation with the manager.
- One inspector sampled a range of documentation, including the safeguarding, evidence of staff's, and the premises' suitability, risk assessments and accident and medication records.

## Inspector

Jacqueline Walter and Susan McCourt

## Full report

### Information about the setting

Reflections Nursery and Forest School registered in 2006 under the current ownership. It operates from a large three-storey converted house in Worthing, West Sussex. There are 14 rooms available. The nursery opens five days a week all year round. Opening times are from 7.30am to 6.30pm. All children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 252 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. Children come from a wide catchment area. The nursery currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who learn English as an additional language.

The nursery employs 53 staff. There are 43 staff, including the manager, who hold appropriate early years qualifications. There are nine staff who are working towards a recognised qualification. There is one member of staff with Qualified Teacher Status and three staff with Early Years Professional Status.

### What the setting needs to do to improve further

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

- enhance the lunchtime routine so that all children get to eat in a timely way, with particular attention to the coach house provision.

### Inspection judgements

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

Children are making outstanding progress towards the early learning goals of the Statutory Framework for the Early Years Foundation Stage. This helps them prepare well for school and the future. Children are active agents in their own learning, they confidently explore, investigate and problem solve. For example, babies enjoy trying on different bangles, made of wood, rubber and other natural materials. Babies also enjoy exploring a light table with different translucent shapes and materials. Children show high levels of motivation, sharing ideas and playing cooperatively. For example, On arrival at the forest school, children know to stay as a group while all the children get off the bus. They help to carry lunch bags and when prompted by staff they confidently tell new children about rules and dangers. This means that staff inform children of sensible precautions, that nettles are dangerous and to watch the forest floor for fallen branches. Toddlers have excellent support for their language development. Staff are highly skilled at interacting

with children they listen carefully to what children say and repeat or extend their sentences. This consolidates the children's growing vocabulary. They also use meaningful questions to stimulate discussion. This gives the older children space and time to think, explore and investigate. The forest school is a key feature of the nursery and provides children with interesting, exciting and challenging experiences across the whole curriculum. Children visit a specific area of coppiced woodland where they can create dens and sculptures as well as exploring nature. Children create stories about the dinosaurs and animals they fashion with wood and string. They describe natural hollows as being a 'troll trap' and experiment with the hollow by jumping in and climbing out. Children measure themselves against low branches and use a wide range of comparative language about the relative size and shape of trees, demonstrating their excellent mathematical skills. The pre-school activities are exemplary in the way children have control and can direct their play.

Staff plan carefully, observing the children. They use this information to effectively plan long term projects and investigations that reflect the children's individual needs and interests. They identify and show children sculptures and art in the community before inspiring them to create their own. Children excitedly describe the rocket they have made, showing the materials they have used, how it is held together and what each of the spaces is for. Staff also complete regular summaries of children's development as well as a Progress checks for two year old children. These show achievements and concerns when arising. It is effectively shared with parents and the child's health visitor prior to their health check. Children use innovative materials, such as dental alginate, to create moulds of their hands, feet, or objects around the nursery. They then make plaster of Paris sculptures using the moulds and compare the object, mould and model. Children are fascinated by what they find and staff expertly facilitate their ideas in what to create next.

Partnerships with parents are extremely strong. Parents are valued and their suggestions regarding children's learning are welcomed and implemented. They are also effectively encouraged to take an active role in supporting their children's development at home by working successfully with staff. For example, staff share how they can support and extend their children's vocabulary by pronouncing their words correctly and adding a few words to build simple sentences. Parents receive regular information about their children's learning and progress, which in turn encourages a cohesive approach in supporting the children's learning.

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

Staff show a commitment to, and high sensitivity in helping children to feel secure and form secure emotional attachments. Babies benefit from the very attentive care that staff provide. The staff know the babies' routines extremely well, and as a result each child gets expertly tailored care. Staff are attentive to what children are focusing on, providing them with technological toys for example, when they are absorbed by a computer keyboard. The older children are confident in social situations they confidently introduce themselves to visitors and ask questions to satisfy their curiosity.

Space is organised extremely well in all areas of the nursery. This includes children having access to a coach house in the garden, which has appropriate planning permission to be used as an additional classroom and storage facilities. The learning environment is extremely well resourced. It has a wide range of child-accessible, quality resources both inside and outside the premises. It also provides a high level of freedom and independence. Older babies and young toddlers have a range of rooms and a shared landing, giving them excellent opportunities to explore and play. As a result, babies can explore and have time and space to be fascinated by the high quality resources. Older children also use the coach house to effectively plan and design their outside projects. For example they design and create a mosaic bench.

All children have access to healthy, well balanced meals and almost all meals are served in a timely fashion. However, on occasion some children are kept waiting for a little while before they have their food. Fresh water is made readily available. For example, in the coach house children pour their own water from a jug that is placed at their height. Children attending the forest school enjoy healthy meals and snacks. Food is pre-cooked at the nursery and heated over a real fire so that children can have a hot lunch which has been thoroughly cooked. There is water available to drink throughout the forest school session. Staff effectively support children's growing understanding of healthy life style. For example, children grow and sample unusual fruit such as cuca-melons. Children can manage their hygiene at the forest school, spontaneously asking for wet-wipes when they get muddy, and making sure their hands are clean before eating. Children dispose of their tissues in a hygienic way, which helps to minimise the potential for cross-infection. Children are also able to manage their own toileting needs well.

Staff are extremely effective in supporting children's growing understanding of keeping themselves safe. Younger children enjoy innovative games that encourage them to identify dangers and make suggestions on how to avoid them. Children attending the forest school have excellent safety knowledge and skills. They explain to new children which plants must not be touched, and to stay on the outside of the fire square. Children test the strength of saplings and coppiced trees before attempting to sit or climb on them. They demonstrate exemplary skills in their physical development as they swing from a low branch, or clamber over fallen trees. They manipulate small items such as string, tying simple knots to create a 'fairy garden'.

Children's behaviour is exemplary. They show mature skills in identifying and expressing their feelings, and show empathy for the other children. They have an excellent understanding of what is expected of them, and are assertive about what they know is right. For example, when handing out cups, children say 'it's my turn' when someone tries to take over. Children relish opportunities to take responsibility for tasks such as laying the table or sweeping the floor. They show a genuine interest in the activity, as well as showing pride when they have done a good job.

Staff demonstrate they work effectively with other setting that children attend and with the local feeder school. Children are prepared very well for their transition within the setting, and to reception class. The manager has established strong links and attends regular meetings gathering information on how children can be effectively prepared for school. She then cascades this down to other staff in order to help children become

prepared. Parents are fully involved in helping to settle children in when transfer to other rooms within the setting. For example, they enjoy sessions with the children in their new rooms. This helps to ease any fears children may have.

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

Leadership and management have an outstanding understanding of their roles and responsibilities in meeting the learning and development requirements of the Statutory Framework of the Early Years Foundation Stage, including over-seeing the educational programmes. A very strong management team leads the nursery and demonstrates passionately an extremely strong drive to improve outcomes for children. They use an extremely wide range of resources to critically evaluate, reflect and improve on their practice. For example, monitoring staff performance, inviting parents to share their thoughts and views through questionnaires and regularly visiting other settings with outstanding qualities. As a result new initiatives such as a sand room have been implemented and clearly benefit children's development of physical skills as well as communication and language skills. Leadership is keen to further develop children communication skills by providing training with other professionals, where staff can learn new skills around deeper, more thoughtful questions to use with children.

Leadership and management have an excellent understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework of the Early Years Foundation Stage. Recruitment, vetting and induction procedures are extremely robust. For example, all new staff are given a full three-day induction in their first week. They are also not included in ratios during this time. This is to give them time to read and consolidate their understanding of the policies and procedures and to complete relevant employment paperwork. This means they are fully aware of their roles and responsibilities in meeting the children's individual needs. All staff keep the children safe within the nursery, taking all positive steps to minimise risks and ensure their safety. Staff are fully aware of their responsibilities in safeguarding children's welfare and are confident in knowing the referral procedures to follow.

The manager carries out consistent observations of staff, closely monitoring their strengths and identifying any areas for enhancing their practice. She is highly skilled at assessing how staff interact and communicate with children to support their learning. Regular supervisions and appraisals very successfully identify areas for professional development. Management is extremely supportive in facilitating and supporting the staffs learning. For example, the nine staff currently studying for a further qualification work fewer hours and the management provides a computer to aid them in their studies.

The nursery has very effective systems in place to share information with parents. For example, displays around the nursery show procedures around settling children into new rooms. In addition to this, there are displays that detail what the children say and their decision process, as this is highly valued by staff as being as being more important than their end results. Information on children's development is also shared through emails as

well as daily conversations and regular parent's evenings. Parents are extremely happy with the service provided. They feel the strengths of the setting are the creative opportunities that give their children exciting opportunities to investigate, saying 'there is always something new'. The nursery works closely with external agencies to promote inclusion. As a result, children with special educational needs and/or disabilities receive the support they require to help close any identified gaps in their learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

<b>Unique reference number</b>	EY343114
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	949104
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	120
<b>Number of children on roll</b>	252
<b>Name of provider</b>	Reflections Nurseries Ltd
<b>Date of previous inspection</b>	21/03/2013
<b>Telephone number</b>	01903 208208 Ext 224

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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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