

Inspection of Reflections Nursery

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

Inspection date: 5 September 2019

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The provider and the management team set an exceedingly clear and strong ethos that is reflected across every area of the provision. As a result, the environment is organised with precision. This helps to ensure that every space and resource entices children to explore deeply, develop ideas intently and to challenge themselves ambitiously. For example, in the baby room, crawling babies enjoy sensory experiences by playing with oats. They eagerly explore and squeal with delight. Throughout the setting the exceptionally skilled and talented staff team supports children's learning to ensure every child meets their full potential. When staff notice toddlers developing a keen interest in torches, this results in meticulous planning and the creation of a dark room. In here, children explore colour and light with fascination and become mesmerised watching shapes that staff project onto the walls. Staff extend their learning attentively, using extremely well-worded questions. Toddlers respond using their rapidly expanding vocabulary and demonstrate their excellent recall skills. Children demonstrate extremely high levels of confidence. They demonstrate these when eagerly take on physical challenges. For instance, children set up obstacle courses and freely explore different ways of moving. They know how to stay safe, exclaiming, 'Make space, I'm going to jump a long way!' They jump and land with skill and precision on both feet.

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

- Staff and children have wonderful relationships that help children feel exceptionally safe and secure. From the moment children start, staff make them feel highly valued. This helps children to develop a strong sense of self and community and a rich and unique understanding of the world around them.
- Staff show incredible skill in promoting the development of children's speech. For example, they frequently bring songs and rhymes into their interactions, using these with excellent effect to promote new vocabulary. When toddlers are fascinated by the 'tick tock', they look at it and thoroughly enjoy singing songs about clocks. At the end of session, they refer to the 'clock', having successfully learned the correct word. Older children speak with confidence. For example, they explain eloquently how the structure they have made is a 'turtle sanctuary', to help protect them from harmful elements in the sea.
- Managers and staff plan and evaluate every part of the setting incisively to ensure all areas of learning are promoted equally. Children demonstrate a broad understanding and develop high-level skills to support them in their future learning. For instance, pre-school children enjoy a story about a magpie that the staff member reads with enthusiasm. Following the story they explore mathematics and literacy in depth. They act out aspects of the story, showing their deeper understanding of its structure and content. They explore the properties of shapes as they create 'windows' and then record their ideas in

pictures, demonstrating great control of their chosen mark-making tool.

- All children, including those with special educational needs and/or disabilities (SEND), those who speak English as an additional language and those who receive additional funding to support their education, make excellent progress from their starting points. Those with SEND receive significant support from a range of professionals with whom staff establish excellent partnerships.
- Parents feel extremely involved in their children's learning and play a significant part in improving practice within the setting. Parents contribute greatly to plans for children's ongoing progress. For example, parents of children with SEND are asked about their hopes and aspirations and these become a huge focus in the plans staff make to support their child's learning.
- The management team demonstrates immense passion, knowledge and ambition. It ensures that it constantly achieves exceptionally high standards and supports every child to have highly meaningful and challenging experiences in their learning. Staff benefit from highly focused performance management systems and excellent opportunities to develop their skills, knowledge and qualifications. Recent training has led to staff understanding in even more depth how they can support the emotional development of babies. They have implemented changes to their practice that had an extremely positive impact.
- Children behave impeccably. They consistently demonstrate excellent social skills and a strong understanding of the rules and routines in the setting. For example, children take turns and praise their friends' achievements enthusiastically, showing a true understanding of the high expectations staff have of their behaviour.
- Managers are highly focused on teaching children the benefits of healthy eating. Children contribute eagerly to planting and harvesting foods in the setting's 'edible garden'. They consistently demonstrate highly positive attitudes to nutritious foods, including when they enthuse over the meals they eat or enjoy tasting runner beans straight from the plants.

Safeguarding

The arrangements for safeguarding are effective.

Managers follow extremely robust systems to ensure staff understand precisely how to safeguard children in the setting. As a result, all staff have a consistently strong understanding of how to recognise if a children's welfare is at risk. All staff know what action to take if they have a concern about a child. The highly effective policies and procedures of the setting complement the already outstanding practice that helps ensure children's safety and welfare. Managers follow highly robust recruitment and induction procedures to help promote children's safety and pay strong regard to ensuring staff ongoing suitability.

Setting details

Unique reference number	EY343114
Local authority	West Sussex
Inspection number	10101771
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	0 to 4
Total number of places	170
Number of children on roll	275
Name of registered person	Reflections Nurseries Ltd
Registered person unique reference number	RP526588
Telephone number	01903 208208
Date of previous inspection	16 January 2014

Information about this early years setting

Reflections Nursery registered in 2006 under the current ownership. The nursery opens five days a week, all year round. Opening times are from 7.30am to 6.30pm. The nursery employs 57 staff. Of whom, 50 have recognised early years qualifications, including one member of staff with qualified teacher status, two staff with early years teacher status and nine staff with degrees in early years education. The nursery is receipt of funding for free early years education for two-, three- and four-year-olds. It follows the Reggio Emilia approach to education.

Information about this inspection

Inspectors

Kerry Lynn
Gwendolyn Andrews

Inspection activities

- The inspectors carried out a learning walk with the nursery manager to find out about the ethos of the setting and how the environment is planned to reflect this.
- The inspectors observed children in each age group. They spoke with staff about the individual progress children have made and their understanding of their key children.
- The inspectors carried out a leadership and management meeting with managers and directors to learn about their vision for the setting and how they implement it.
- The inspectors checked evidence of staff suitability, including their qualifications, recruitment checks and first-aid training.
- One inspector observed two different activities with the nursery manager. She discussed with her the effectiveness of teaching by staff and the learning undertaken by children.

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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