

Inspection of Worthing Day Nursery and Preschool

49 Chesswood Road, WORTHING, West Sussex BN11 2AA

Inspection date: 6 November 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 good

Children arrive at the setting and receive a warm welcome from staff. Children develop close bonds with their key person and staff and happily separate from their parents. Children gain a clear awareness of their immediate community and about caring for others. For example, they visit the beach on a regular basis, helping children develop a strong sensory awareness. They celebrate special events, such as Mother's Day, and also welcome other family members during events, including 'grandparents stay and play'. Children enjoy singing and musical sessions, where they become fully animated and actively join in with the actions and words. This is something that begins with the youngest children and becomes embedded as children move through the nursery.

Babies explore their environment with interest and intrigue. Staff listen to babies' early communications and enter into discussions with them. This helps babies to learn about the flow of conversations. Staff instigate discussions with children and encourage them to talk about their experiences in the garden that morning. This enables children to recall information, to have a voice and to share their knowledge. Children receive plenty of praise for their efforts and achievements. For example, when babies demonstrate their walking skills, staff congratulate them. Older children celebrate being able to zip up their coat, showing a new-found skill. This supports children to have the confidence to persevere and build a strong sense of pride. The curriculum is ambitious for all children. This includes children who are learning more than one language and those with special educational needs and/or disabilities. This enables all children to make the progress they are capable of.

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

- Leaders and senior staff who are room based have a clear understanding of the curriculum for children. They are reflective practitioners who make worthwhile changes to the environment, such as instigating their 'nurture approach'. This helps to ensure that staff meet the ever-changing needs of children and for children to access a homely atmosphere.
- There is clear and effective support for staff, not only regarding training but also for their health and well-being. They have a full induction programme followed by ongoing training and development opportunities. Staff comment that there are high levels of staff morale and successful team working.
- Staff gain information about children's needs and routines. From this, they plan an effective settling-in process that is unique to children. They make sure that the children have enough sessions prior to starting officially so that on their first full day, they feel safe and secure and ready to play and learn.
- Staff understand children's individual care and development needs and recognise

their interests and learning styles. There are clear systems in place for the sharing of information between staff. Therefore, staff are aware of what children need to learn next, enabling them to make the most from any interactions they may have with children.

- Children delight in exploring the outdoor environment and being physically active. They show a keen interest in nature and talk with staff about caring for living creatures. However, staff do not always plan for outdoor play as well as they do indoors. This does not build further on children's skills and learning while in the outdoor area.
- Leaders create a positive approach to improving staff's practice. They observe staff during their activities and interactions with children. Then, they discuss what went well, what could be done differently and what comes next in the sequence of learning for children. This enables staff to assess their own practice and to receive effective guidance to develop their skills.
- Children enjoy their interactions with staff and engage with eagerness and interest in games and activities. However, on occasions, staff need to move away from the activity as other staff are not always aware of when their support is needed. This interrupts children's attention and engagement in the activity and, subsequently, their learning.
- Older children concentrate for good periods of time. For instance, they piece together the jigsaw and watch the picture emerge. Staff talk with children about how many pieces the puzzle has, introducing new mathematical language.
- There is an effective approach to partnership working and good communication. Parents comment about the strong bonds their children have with staff, enabling them to settle well at the nursery. Parents have regular opportunities to attend information evenings or workshops. They report that this helps them to understand more about children's development and to have time to interact with staff and children engaging in creative play, such as at the Halloween workshop.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- continue to strengthen the planning of challenging and enjoyable experiences for children outdoors to complement the learning indoors, in accordance with what children need to learn next
- build on staff's awareness of providing support to other staff when children are fully engaged in their play to reduce distractions and interruptions to their

learning.

Setting details

Unique reference number	EY535665
Local authority	West Sussex
Inspection number	10357418
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	91
Number of children on roll	55
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01903 251644
Date of previous inspection	25 June 2024

Information about this early years setting

Worthing Day Nursery and Preschool registered in 2016. The nursery is located in Worthing, West Sussex. It is open from Monday to Friday, all year round, except for a week at Christmas. Sessions are from 8am to 6pm. There are 19 members of childcare staff employed. Of whom, 11 hold an appropriate early years qualification at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Penticost

Inspection activities

- The manager and the inspector completed a learning walk together and discussed the early years foundation stage curriculum.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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