

Inspection of Reflections Nursery

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

Inspection date: 1 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome from leaders as they arrive at the nursery. They demonstrate confidence and are eager to explore a broad range of exciting experiences that provide purposeful learning opportunities. For example, children enjoy participating in a sensory activity and linking words based on the story 'We're Going on a Bear Hunt'.

Children show exceptionally high levels of engagement as they observe and learn about ducklings they are caring for. They are curious and listen with real intent as they find out why the eggs need to stay warm. Children learn new words associated with this first-hand experience, including 'hatching' and 'incubator'. This ignites further questions and discussions, which contributes towards them making connections in their learning.

Children behave very well and have positive relationships with friends and adults. Children independently problem-solve and work out how to negotiate with friends so that everyone feels included during play experiences.

Babies develop secure attachments with their key persons. They receive sensitive support and encouragement as they explore well-organised play spaces. For example, very young children who are just learning to walk demonstrate perseverance as they practise talking steps over a low-level bridge with toy pushchairs in the outdoor area. They smile with delight when they achieve this and are keen to repeat the process, which develops their physical skills.

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

- Since the last inspection, leaders have taken significant action to drive improvement. They support staff to identify and prioritise what children need to learn. This is fully embedded so children benefit from a broad and balanced curriculum. This includes strategies in place to ensure that children with additional needs receive timely support to help them catch up.
- Staff support children to develop their communication and language skills through a variety of different ways. For instance, toddlers delight as they join in choosing musical instruments to accompany a singing session. They chant along with gusto as staff complement the session with guitar playing. Children hear the rhythm that connects to the rhyming words they learn while singing.
- Staff support children to develop a love of reading. They participate in story times and show respect towards their friends as they listen to one another. Children are keen to tell adults what they know. For example, they explain that people who write and produce pictures in books are called 'authors' and 'illustrators'.

- All staff provide children with opportunities to enhance their understanding of their local community and the natural world. They excitedly recall details after returning from a trip to an aquarium. For example, children tell adults, 'Sharks have pointy teeth. These are sharp so they can bite things.' This demonstrates children are building a wide range of vocabulary to describe and explain their ideas.
- All children have access to ample opportunities to develop their physical skills. For example, staff teach children how to safely climb onto tree ropes and swing back and forth. Furthermore, children develop fine manipulative skills and independently peel oranges, using squeezers to extract juice to drink. Staff hold discussions with children about how this can contribute towards healthy eating choices.
- Leaders work closely with staff to provide ongoing support through supervision and training. The focus has been on enhancing language and communication skills for children. There are many strategies that are working well. However, processes staff use to support families and children who speak English as an additional language (EAL) are not as effective as they can be. Keywords in children's home language are not always in use. This does not support their understanding of daily routines. Despite this, children who speak EAL are settled well in the nursery.
- Staff receive training about online safety. They put steps in place to make sure that children are well supervised when using tablet devices to take photos. However, they do not yet use opportunities to help children learn about online safety.
- Parents and carers speak positively about the nursery and notice the changes that have been made since the last inspection. They comment favourably about how they receive good levels of communication regarding their children's progress.

Safeguarding

The arrangements for safeguarding are effective.

Leaders implement coaching and training sessions to ensure that all staff have a robust understanding about how to keep children safe. Staff recognise signs and symptoms of abuse and neglect and have a secure understanding of a variety of safeguarding issues. All staff are clear about how to make a referral in line with local procedures. Furthermore, staff understand the reporting procedures to follow if they have a concern about a colleague's conduct. Senior leaders have enhanced safer recruitment and vetting procedures to ensure that staff who work with children are suitable.

What does the setting need to do to improve?

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

- strengthen even further the strategies for supporting children who speak English as an additional language to ensure that communication is effective to the highest level
- extend opportunities for children to learn about e-safety when accessing the internet.

Setting details

Unique reference number	EY343114
Local authority	West Sussex
Inspection number	10260646
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 4
Total number of places	160
Number of children on roll	206
Name of registered person	Reflections Nurseries Ltd
Registered person unique reference number	RP526588
Telephone number	01903 208208
Date of previous inspection	10 October 2022

Information about this early years setting

Reflections Nursery registered in 2006. It is open from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery employs 61 members of staff. Of these, 36 hold recognised early years qualifications, including four members of staff who have qualified teacher status, three members of staff who have early years teacher status, and three members of staff who have degrees in early years education. The nursery provides funded early years education for two-, three- and four-year-old children. It follows the Reggio Emilia inspired approach to education.

Information about this inspection

Inspectors

Sherrie Nyss
Natalie Moir

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the nursery.
- The inspectors observed the interactions between children and staff and assessed the impact of teaching on children's learning.
- The leader had a learning walk and carried out joint observations with the inspectors to explain the nursery's curriculum and assess the quality of teaching.
- Staff spoke to the inspectors about their role, knowledge of their key children, training opportunities they have and the procedures they follow to keep children safe.
- Parents were invited to share their views about the nursery with the inspectors.

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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