

Saffrons Park Nursery

Memorial Pavilion, Compton Place Road, Eastbourne, BN21 1EA

Inspection date	10/01/2014
Previous inspection date	24/10/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children approach their play and learning with eagerness and excitement because activities are so well-planned to provide challenge and interest.
- Staff have created highly effective learning environments where children can have lots of choice and freedom of movement.
- The senior managers make exemplary use of a wide range of monitoring and auditing techniques to maintain and continuously improve the provision.
- Parents enjoy and appreciate the close partnerships that staff build with them. This means that children enjoy highly consistent care.
- Staff have excellent teaching skills, which means that children make rapid progress given their capabilities and starting points.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children at play in each playroom and outdoors.
- The inspector met with managers to discuss safeguarding issues and monitoring systems.
- The inspector and owner carried out a joint observation.
- The inspector met with parents to gather their views.
- The inspector examined a range of documentation.

Inspector

Susan McCourt

Full report

Information about the setting

Saffrons Park Nursery opened in 2010. It operates from the converted Memorial Pavilion, situated in Eastbourne, in East Sussex. All children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are 206 children on roll, of whom 193 are in the early years age group. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. The nursery is able to care for children with special educational needs and/or disabilities as well as those for whom English is an additional language. The nursery receives funding for the provision of early education for children aged two, three and four. The nursery currently employs 32 members of staff to work with the children. All staff apart from three hold appropriate early years qualifications and two staff have 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:

- involve children further in practical activities such as laying tables and serving their own food, in order to maximise their independence at these times.

Inspection judgements

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

Staff have an excellent understanding of how to meet the learning and development requirements. Their knowledge and awareness about children's individuality, interests and learning styles means they plan an exciting curriculum covering all areas of learning in great depth. Children are eager, active learners whose curiosity and willingness to explore is expertly facilitated. As a result, children make rapid progress in their learning.

Staff have exemplary teaching skills. Staff are continually alongside children as they play, they stay at children's level and are very attentive to what the child is focused on. Staff emphasise key vocabulary as they talk and engage children in lengthy conversations. With babies, this includes echoing their vocalisations and facial expressions, maintaining eye contact and adding key words. As children grow, staff are highly skilled at describing children's play and asking open questions such as 'what would you like to do?' and 'what will you need?' and 'how might you do that?'. As a result, children have excellent creative and critical thinking skills. This helps them to devise interesting challenges for themselves and take an extremely active role in learning. For example, children playing in water notice how objects sink and bob when dropped from standing height. The member of staff uses key vocabulary such as float, sink, heavy and light. The children are fascinated and experiment for lengthy periods with different objects, closely observing the results and

using the new vocabulary. As children make these forward steps in their learning, staff plan activities to extend the learning the next day. This means that each day builds on children's learning, resulting in them making very rapid progress. Staff have highly effective methods for bring all areas of learning into each activity. For example, when children play at making pancakes out of dough, staff engage the children in counting down to flipping the pancake. Staff also ask children about their favourite toppings, leading to conversations about shopping, flavours and health. In this way, any activity is skilfully shaped into a natural teaching and learning opportunity, while retaining the great fun children have in play. Children enjoy exemplary choice and independence in their messy and creative play. Staff use their expert skills in facilitating children's play to ensure that the child achieves their ideas in their own way. Children make the letters of their name in a variety of materials using a wide range of different techniques. Staff help with craft skills such as how to cut sticky tape, but the children are in full control of how their work will look, and they show intense pride in their results.

Staff work in highly effective partnerships with parents to learn about children's interests, personalities and starting points. This means that when children and babies first start at the nursery, the key person is able to have engaging and enticing activities ready immediately. Staff make careful observations of children's achievements in the first six weeks and then make a summary assessment to discuss with the parents. Staff plan activities to appeal to each child every day, and create focused activities which will also directly target each child's next steps. Activities are evaluated every day in order to reshape the next day's plans. This means that staff can rapidly adapt their teaching to support children's learning. Staff regularly track children's learning against published guidance on expected levels of development to identify any achievement gaps and address them. Staff frequently talk with parents about children's learning and how to support it at home. This builds an exemplary partnership.

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

Staff create exemplary key person relationships with children and their families. Starting with a home visit, the key person gets to know each child's individuality and personal care routine. At nursery, families can shape the settling-in process to suit themselves, so that parents and children can confidently separate. Staff are extremely attentive to children's individual needs and children are exceptionally well-settled and secure as a result. When children move on to other rooms as they grow, staff and parents work together to judge the child's readiness. As a result, transitions are smooth and children enjoy exploring their new surroundings. Children have their own spaces for their coats, shoes and personal items, and see their work and their photographs around the nursery. This helps to give them a great sense of belonging. Staff have made excellent learning environments for children. Indoors, children have space to explore a wide range of resources which are all of excellent quality. All play equipment is stored at child height, so even babies can independently reach different toys and play things. Outdoors, children benefit from a variety of spaces, each well-equipped to cover all areas of learning. Equipment stimulates children's creativity, such as a boat, planting areas and a mud zone. The routine is designed to support children's choices and independence, so they have lengthy periods to

engage in their choice of play. Staff are highly skilled at explaining the choices on offer, and providing group times along with focused activities. This means that children enjoy a varied day of highly purposeful play.

Children have exemplary opportunities to learn about healthy lifestyles. Snacks and meals are prepared fresh every day, and offer a balanced nutritious diet with excellent regard for children's allergies and dietary preferences. Babies can eat according to their own home routine. Older children enjoy an open snack bar, which means they can choose when they eat without interfering with their play. Children are independent at snack time, spreading butter and helping to cut fruit. They also wash their own plates and cups. However, at lunch time, staff lay the tables and serve the food pre-plated. This reduces children's opportunities to learn from practical activities and self-serving. Children sit in small groups with a member of staff to eat, which means they enjoy a sociable occasion and learn good table manners. Children know that they need to wash germs away before eating and independently follow well-established hygiene routines. This helps to minimise the risk of cross infection. Children have excellent opportunities to develop their physical skills. The toddler and pre-school rooms are joined by a soft play staircase and play area, which means that children can enjoy challenging physical play at any time. Children stretch to build tall towers of soft bricks, climb on the play equipment and boat in the garden and use a wide selection of ride-on toys. Their hand-eye coordination and small muscle control is very well developed by the wide variety of early writing and craft activities, as well as manipulating small items in play. Staff expertly teach children how to manage their own safety when using scissors or moving about the rooms. As a result, children have generally mature skills in taking care of themselves.

Children's behaviour is exemplary. Staff involve children in setting the rules, and even young toddlers are able to say what rules they need to follow. Children know what is expected of them, and respond quickly to adults because they have built strong, trusting relationships. Children are polite and cooperative in their play, taking turns, working together and listening to each other. Children who may have challenging behaviour because of their additional needs benefit from nurture groups with a high staff ratio. Staff have precise, shared strategies to support each child and bring about rapid improvements in behaviour. Children enjoy taking responsibility for their personal belongings and in routines such as tidying up. They are helpful, thoughtful and considerate. This means that overall, children acquire extremely strong skills for the next stage in their learning.

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

The leaders and managers have an extremely thorough understanding of how to meet the safeguarding and welfare requirements. All staff are checked as to their suitability as part of a rigorous recruitment process. Safeguarding policies are detailed and all staff have regular training and updates in child protection issues. As a result, staff demonstrate an in-depth knowledge of the procedures to follow should they have concerns about a child. The senior management team work in highly effective ways to mentor staff through their induction and probationary period. This means that the whole staff team have shared aims

and values, which gives children and families a very cohesive experience. All documentation related to children's safety and welfare is extremely well-organised which underpins children's well-being.

There are four managers, including the owner who have a very hands-on approach to the work of the nursery. They work alongside staff frequently and know the children and families well. The management team complement each other and take different roles and specialisms, but work very closely in managing the provision. Staff have frequent supervision, observation and mentoring meetings, leading to regular appraisals. This means they are well-supported in building their professional knowledge, skills and qualifications. Managers audit the resources, learning environments, planning and learning journals. They also regularly track and analyse data on children's learning so that they can identify any achievement gaps in progress. This gives the senior team a thorough knowledge which they use in highly effective ways to make continual improvements. For example, they recently enhanced the resources for mathematical learning in each room as well as outdoors. This has enhanced children's development in this area of learning. Managers regularly consult with staff and families about how to improve the nursery. As part of this initiative, parents identified ways to use the training room for workshops in childcare related issues. As a result, the nursery develops in ways which flexibly meet the needs of the families and children.

Parents enjoy an excellent partnership with the nursery staff. They receive daily verbal and written information about their child's day, and meet regularly with the key person to discuss children's learning and development. Parents greatly value the attentive care and attention to detail that staff show in their work. They have an excellent understanding of how staff work, because staff explain the Statutory Framework for the Early Years Foundation Stage. Parents comment on how skilled staff are at supporting children's emotional and personal needs, saying that staff always 'go the extra mile'. All staff work in close partnership with other professionals to support children's consistent care. Where children have additional needs, staff meet with specialists and the parents to devise shared strategies in support of the child and the family. Likewise, if children have other day carers, staff will work very effectively to share information and provide consistent, cohesive support. The nursery staff have developed close relationships with local schools and the local children's centre, which places them at the heart of their community.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY409849
Local authority	East Sussex
Inspection number	946726
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	110
Number of children on roll	206
Name of provider	Little Chelsea Nursery Ltd
Date of previous inspection	24/10/2010
Telephone number	07815597786

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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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