

Micklefield Nursery School

Sutton Avenue, Seaford, East Sussex, BN25 4LP



Inspection date

24 November 2015

Previous inspection date

9 March 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff develop exceptionally strong and positive relationships with children. This contributes significantly to the sense of security children have within the nursery.
- Children show an eagerness to learn as they investigate, solve problems, explore and lead their own learning. Children are extremely well prepared by the impressive professional team for their eventual move on to school.
- The quality of teaching throughout the nursery is outstanding. Staff provide varied, interesting and highly imaginative experiences linked to children's interests, both indoors and outside.
- Staff are highly skilled in supporting all children to make the best possible progress. Planning is meticulous and staff accurately assess what children know and can do.
- Partnerships with parents are exceptional. Staff keep them very well informed about their children's progress. Parents are tremendously complimentary about the staff and the care and learning their children receive.
- Support for children who have special educational needs is outstanding. Staff develop hugely successful relationships with other professionals to ensure the best outcomes possible for every child.
- Leadership is inspirational. The management team is highly effective in its commitment to continuously improve this exceptional nursery.

What the setting needs to do to improve further

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

- continue to explore professional development opportunities to sustain excellence in practice and teaching skills.

Inspection activities

- The inspector conducted a joint observation of practice with the setting's Early Years Professional.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at children's assessment records and discussed planning and children's progress with staff.
- The inspector observed practice in the three classrooms and in the outside areas.

Inspector

Helen Edwards

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager and her highly skilled staff team have an excellent knowledge of the requirements of the Early Years Foundation Stage. Staff are well qualified and highly committed to their roles. The monitoring of the quality of staff's teaching is highly effective. Robust ongoing supervision supports staff to continually develop their skills and improve the outcomes for children's learning even further. Staff monitor children's development exceptionally well. They quickly identify any gaps in their learning and address these with prompt efficiency. The management team demonstrates a strong commitment to maintaining excellence in all areas. Managers recognise the importance of continually exploring ways to promote professional development within the staff team. Reflective practice is outstanding, clearly taking into account the views of staff, parents and children. Safeguarding is effective. Staff have an excellent understanding of their roles and responsibilities in protecting children.

Quality of teaching, learning and assessment is outstanding

Staff provide challenging and engaging activities to support children's learning. They use their exceptional knowledge of children's stages of development and individual interests to ensure they make rapid progress from their starting points. Staff promote children's speech and language development highly effectively. For example, they repeat new words to develop children's vocabulary. The skilful use of sign language, props, gestures and visual clues contributes to the rapid progress in communication and language of all children. Staff observe children closely and maintain exemplary records on how well children are progressing. Children access a wide variety of highly stimulating resources that engage them for long periods of time. Staff provide children with strong foundations for future learning. Children are very well prepared for school.

Personal development, behaviour and welfare are outstanding

Children are enthusiastic when they arrive and are ready to play and learn. Staff are superb role models and they provide consistent messages to children. Children's behaviour is excellent as they share toys and play harmoniously together. They are emotionally settled and thrive at this highly welcoming and nurturing nursery. Staff actively promote children's growing understanding of people's differences in the wider community. Regardless of the weather conditions, children dress appropriately and venture eagerly outside, for example, to catch the raindrops and stamp in the puddles.

Outcomes for children are outstanding

All children, including those whose starting points are below expected levels of development, make rapid progress. Staff give high priority to safety and effectively support children's growing understanding of how to keep themselves safe and healthy.

Setting details

Unique reference number	109300
Local authority	East Sussex
Inspection number	987831
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	70
Number of children on roll	115
Name of provider	Micklefield Nursery School (Seaford)
Date of previous inspection	9 March 2011
Telephone number	01323 892457

Micklefield Nursery School registered in 1994. It is located in Seaford, East Sussex. The nursery opens five days a week for 38 weeks of the year, during school term times. Opening times are from 8.30am to 3.30pm. The provision receives funding to provide free early education for children aged two, three and four years. The setting employs 25 childcare staff; one member of staff holds Early Years Professional Status and 20 hold early years qualifications at level 3 or above.

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