

Wren House Nursery School



Wren House Nursery School, 4-6 Salehurst Road, EASTBOURNE, East Sussex, BN21 1QS

Inspection date	14 July 2017
Previous inspection date	12 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- All staff are very positive and caring. Their nurturing approach helps children to form strong bonds with them. Children are very happy, safe and settled. They develop good social skills, friendships and behave well. For example, children work together to build train tracks, actively including others and deciding together where the trains will go.
- The proprietor and staff regularly observe children's play and assess their learning precisely. They monitor the development of individual and groups of children closely and quickly identify any gaps, offering further support where needed. All children make good progress from their starting points in learning.
- The proprietor effectively gains and acts on the views of parents, staff and other professionals to help with the evaluation of the nursery. Relationships with parents are strong and encourage regular two-way communication about the well-being and development of children. Parents feel very well supported by staff and engage well in their children's continued learning at home.
- Staff support children's language development well. For example, they encourage plenty of interesting conversation about children's home lives, favourite things and recent experiences. Children communicate well and confidently share their views.

It is not yet outstanding because:

- Staff sometimes miss opportunities to offer more challenge to children to extend their learning further.
- At times, staff do not support children in the best way, such as during group activities and routines, to ensure children fully engage in their learning.

What the setting needs to do to improve further

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

- make the most of staff interactions with children to consistently challenge and extend their learning to the highest levels
- improve the organisation of some group activities and routines to help children fully engage in their learning.

Inspection activities

- The inspector observed teaching practices and the impact this has on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the nursery's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the proprietor and discussed children's play, learning and progress.

Inspector

Ben Parsons

Inspection findings

Effectiveness of the leadership and management is good

The ambitious proprietor works closely with the well-qualified staff team and makes continual improvements to children's outcomes. For example, they have improved the outdoor environment to provide further opportunities for children to explore nature. Children enthusiastically hunt for insects in the garden and use magnifying glasses to observe them closely, discussing how they look and feel. The proprietor supervises her staff well and offers them valuable guidance and coaching to help improve their practice. Staff take part in regular team meetings and access relevant training to help support their development. For example, after recent training, they have introduced exciting new opportunities for children to be active and to learn about healthy lifestyles. Safeguarding is effective. Staff confidently know current guidelines and their responsibility to protect children. They understand how to act on any concerns about children's welfare or safety.

Quality of teaching, learning and assessment is good

Staff know the children very well and effectively plan for their next stages in learning. They provide a well-planned environment that successfully meets the interests of children to help motivate them. For example, children enjoy exploring mud outdoors. They enthusiastically mix water with the soil and carefully fill pots and pans to make special 'mud cakes'. Staff encourage children's early literacy skills particularly well. For example, during a game of 'sound bingo', children carefully listen as staff sound out short words, emphasising each letter sound. Staff support children's understanding of good hygiene successfully. For instance, children excitedly use toothbrushes to clean a model set of teeth and talk about 'cleaning away the germs' and 'being healthy for the dentist'.

Personal development, behaviour and welfare are good

Children show good self-esteem and confidently talk in front of other children, such as during 'show and tell' sessions. They take pride in their achievements and celebrate together as they build tall towers with coloured cubes. Children have continuous access to the stimulating outdoor area. They skilfully complete challenging obstacle courses and develop strong balance and coordination. Children are very independent and enthusiastically pick vegetables from their growing area, helping to prepare them for snacks. They confidently talk about the benefits of healthy food, such as helping them to grow strong and have energy to exercise.

Outcomes for children are good

Children are well motivated and enjoy choosing from a wide range of learning opportunities. They persevere and enjoy new challenges. For example, children practise cutting carrots with knives and show determination to develop their skills. Children build strong early literacy skills. They confidently know the letter sounds and write some words, such as their names. Children confidently count as they play and organise objects by size and colour. They are considerate and show each other respect, consistently using good manners. Children enjoy their learning and quickly gain the skills needed for the next stage in their learning and for school.

Setting details

Unique reference number	EY360412
Local authority	East Sussex
Inspection number	1068843
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	26
Number of children on roll	43
Name of registered person	Jacqueline Winton & Carolyn Gadah Partnership
Registered person unique reference number	RP527235
Date of previous inspection	12 June 2014
Telephone number	01323 731 530

Wren House Nursery School registered in 2007. It operates in the Old Town area of Eastbourne, East Sussex. The nursery is open between 8.30am and 5.15pm each weekday, for 47 weeks of the year. The proprietor employs six staff, all of whom hold appropriate early years qualifications at level 3. The nursery receives funding to provide free early education for children aged two, three and four years.

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