

# Inspection of Wagtails Nursery

St Paul's Church Of England Primary School, St Nicholas Road, Brighton BN1 3LP

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Inspection date: 29 July 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thrive, they are happy, safe and feel secure in the warm and nurturing environment provided by the setting. Children are highly motivated and very eager to join in. They instantly settle and become quickly engaged in their play. Staff follow children's lead and use opportunities to support and extend their learning. For example, children that have mastered cutting paper, use sharper scissors as they work on cutting cardboard.

Children's behaviour is outstanding. They demonstrate empathy and build strong friendships with each other. They are caring and considerate of each other and take turns with ease during their play. As a result, children play harmoniously together and build on their ideas collectively. They discuss what they need as they work together to build a rocket out of boxes. Staff have high expectations for children to gain key skills that will support their future learning, including when they go to school. Children respond positively to the good role modelling of staff and follow rules with ease during group activities. Children build strong bonds with staff and seek them out for cuddles and to join in with their play. Children respect and maintain the well-organised environment as they help to tidy things away.

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

- The passionate management team regularly reflects on their practice and makes improvements to benefit the children. They provide support and coaching for all staff, to develop their skills and enhance learning experiences for the children. Since the COVID-19 (coronavirus) pandemic, staff complete their training online, but speak very highly of the support and training opportunities they receive.
- Staff embed mathematical development well. This is a strength of the setting. Children use mathematical language freely in their play as they spot numerals and attempt to write them. Children use language of size as they talk about towers they make. They confidently count and match quantities of toys with numerals one to ten.
- Children with special educational needs and/or disabilities, and those who receive additional funding, make good progress in relation to their starting points. Staff work effectively with other professionals to ensure these children reach their full potential.
- The management team have a good understanding of the impact that the COVID-19 pandemic has had on children and families. This information is used to build a well-informed curriculum. For example, staff place high priority on building children's confidence, self-esteem and independence. As a result, all children display a can-do attitude. Children listen contently to each other and wait their turn to talk. They ask to join in with other's play and share ideas. Children use manners during their play without any encouragement.
- Partnership with parents is, overall, effective, parents speak very highly of the

staff and comment how happy and settled their children are. Parents feel listened to and valued. Staff give plenty of feedback about children's care and experiences, However, they do not consistently share information about children's individual learning and how this can be supported further at home.

- Staff have a good understanding of child development. They know children well and plan a wide range of activities, which follow children's interests. Staff support children to develop good language skills in English. They frequently sing songs that children happily join in with. Staff ask thoughtful questions that encourage children to think and test out their ideas. However, children who speak English as an additional language have fewer opportunities to develop and use their home language in their play.
- Children learn about the importance of healthy lifestyles and good oral hygiene. Children use toothbrushes to brush shaving foam off pictures of teeth as they talk about when they should brush their teeth. Meal and snack times are a social occasion. Staff sit with children and engage in discussions as they enjoy healthy snacks. Children grow and taste their own fruit and vegetables and learn the importance of washing their hands.
- Staff provide outdoor spaces that enrich children's enjoyment of the natural world. They plan plenty of opportunities for children to practise and develop their physical skills. For example, children develop good balance, mobility and coordination as they climb tree stumps in the forest area, take part in yoga and join in with running regularly.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to protect children from harm and keep them safe. Staff have good knowledge of safeguarding policies and procedures and the steps to take if they have concerns for a child. Staff regularly update their skills and have knowledge of wider safeguarding issues, such as radicalisation and female genital mutilation. There are robust procedures in place for recruitment and induction of staff, including appropriate checks on their suitability to work with children. Staff undertake daily checks, both indoors and outdoors, to ensure children play in a safe environment.

## What does the setting need to do to improve?

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

- improve how information is shared with all parents about their child's individual learning and how this can be supported further at home
- increase opportunities for children to develop and use their home language in their play.

## Setting details

<b>Unique reference number</b>	EY562050
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10191029
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Wagtails Nursery Limited
<b>Registered person unique reference number</b>	RP562049
<b>Telephone number</b>	07542094192
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Wagtails Nursery registered in 2018. It operates from a classroom in St Paul's Church of England Primary School in Brighton, East Sussex. The nursery opens from 8.15am to 4.15pm, Monday to Friday, for 47 weeks of the year. The nursery employs five staff. All of the staff, including the manager, hold appropriate early years qualifications. Of these, the manager holds early years professional status, one member of staff holds qualified teacher status, one member of staff has a foundation degree. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kerry Bentley

## Inspection activities

- This is the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider
- The inspector completed a learning walk with the manager and discussed how the curriculum and setting are organised.
- A leadership meeting was held with the inspector, manager and owner.
- The manager and inspector carried out one joint observation and evaluated the quality of teaching and learning.
- The inspector spoke with staff, children and parents at appropriate times throughout the inspection.

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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