

# Inspection of Saffrons Park Nursery

Saffrons Park Nursery, Compton Place Road, Eastbourne, Sussex BN21 1EA

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Inspection date: 19 August 2021

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision is good**

All children thoroughly enjoy their time at this highly stimulating, nurturing and adventurous nursery. Children leave their parents confidently at the door and arrive excited for their day. Babies are greeted by extremely attentive staff, who follow their individual routines meticulously. Older children become quickly absorbed in their play and show high levels of motivation, fascination and enjoyment in their learning.

Staff have high expectations of what children can achieve and use their interactions successfully to challenge and extend children's learning. For example, children are encouraged to use books to learn about the new insects they see in the garden. Staff build on children's knowledge skilfully, such as teaching them that dragonflies breathe from their tails, which children found unbelievable.

Children are eager and inquisitive learners, who are very well prepared for their next stage in learning, including school. They delight in exploring, discovering and investigating outdoors in the inspiring garden. For instance, babies particularly enjoy watching their reflection in shiny objects as they spin in the wind. Older children are extremely aware of safety and managing risks. They fully understand the strict fire circle rules and treat them with the utmost respect.

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

- There is a strong and dedicated leadership team, who are highly motivated to give children the best start in life. They work hard to provide an inclusive setting, where all children are welcome. Children with special educational needs and/or disabilities are supported closely and strong partnerships are in place to share expertise with relevant professionals. All children progress very well in their development, regardless of their individual circumstances.
- The ambitious leaders and staff work together to create a dynamic and challenging curriculum. They follow the curiosity approach successfully and use the stimulating nursery environments to ignite children's sense of awe and wonder of the world. Parents are highly appreciative of the 'wonderful experiences' their children enjoy at nursery and support they receive for home learning.
- Children benefit from rich experiences, such as daily forest school sessions with qualified teachers. The pre-school children have their own fire pit, which they use to cook their snack, as well as being a hub for reading stories and holding discussions. Younger children learn the importance of caring for equipment from an early age and show great respect for delicate china tea sets. When they are confident enough, toddlers delight in using a soft play stairway from their room, which enables them to independently make their way to the garden.

- Overall, staff support children's communication and language successfully across the nursery. For example, two-year-old children eagerly join in with familiar songs and actions and older children express their thoughts and ideas with great confidence. However, although support for the language development of toddlers is good, it is not fully effective at times. Staff do not consistently fully support toddlers to hear, learn and use their words. For example, staff sometimes speak too quickly and use long sentences that make it difficult for children to understand and hear key words.
- Staff are incredibly supportive and attentive to every child's needs. They get to know children inside-out and build loving and trusting bonds with them. Staff's warm and nurturing approach helps children of all ages to feel exceedingly happy, safe and secure. Even newly settling babies quickly relax into their new environment and explore with delight, confidence and fascination.
- Staff celebrate and cherish children's individual personalities and uniqueness. For example, children see and use photographs of their own houses and families in their play. This helps children feel valued and included and sparks conversation about their lives. Children become highly self-assured and have great faith in their own abilities.
- There is a strong focus on outdoor play and experiences. Children have continuous opportunities to lead their own learning, moving freely between the exciting indoor and outdoor environments. Staff know the children's development closely and plan skilfully for their learning. For instance, children learn about technology and science as they use a projector to make shadow puppets.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff update their safeguarding knowledge continually through training, discussion and staff meetings. They regularly discuss wider safeguarding issues and discuss potential safeguarding scenarios to strengthen their knowledge further. Staff confidently know the signs that indicate a child may be at risk of abuse or neglect and the procedures to follow if they have a concern about a child's well-being. They have a strong understanding of wider safeguarding issues, such as protecting children from extreme views. Staff vigilantly provide a safe and secure environment for all children.

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

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

- strengthen support for staff working with the toddlers, to consistently provide the highest levels of support for young children's early language development.

## Setting details

<b>Unique reference number</b>	2517516
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10127597
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	110
<b>Number of children on roll</b>	232
<b>Name of registered person</b>	Little Saffrons Nursery Limited
<b>Registered person unique reference number</b>	2517515
<b>Telephone number</b>	01323 722534
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Saffrons Park Nursery originally registered in 2010 and re-registered in 2019. It operates in Eastbourne, in East Sussex. The nursery is open each weekday from 7.30am to 6pm, all year. There are 41 members of childcare staff, 39 of whom hold appropriate early years qualifications between level 2 and level 7. The nursery receives funding for the provision of early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Ben Parsons

## Inspection activities

- This was 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 her evaluation of the provider.
- The inspector carried out a learning walk with the provider to discuss the nursery's curriculum intent.
- The views and opinions of the children, staff and parents were taken into account during the inspection.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the provider.
- The inspector looked at a sample of documentation, including safeguarding policies and procedures, and staff suitability records.

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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