

# Inspection of Copperfields Day Nursery

Copperfields Day Nursery, 22 Saffrons Road, EASTBOURNE, East Sussex BN21 1DU

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Inspection date: 20 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy, safe and secure in this inviting nursery. They know staff will help them to manage risk and keep safe. For instance, young children are taught how to use a slide safely. They learn how to turn around at the top of the slide in order to slide down safely. Others become confident in their movements as they balance on logs and beams. This helps to support their physical development. Staff know the children well. They plan activities they know will interest and motivate the children. For example, children dress up as superheroes and discuss what they should cook for their dinner.

Children understand the expectations staff have of them and follow established routines. They take off their outdoor shoes inside and hold onto the bannister as they walk upstairs. Children behave well and show an understanding of how to take turns. For example, they say 'your turn' and 'my turn' as they play catch with a member of staff. Babies and young children enjoy playing outside where they explore the feel of natural materials, such as sand, mud and straw. Others use twigs and leaves to create homes for the toy animals. Children lead their own learning. They fill containers with water as they say, 'The animals are thirsty.' This helps children to understand the needs of other living things. Children are developing the skills they need in readiness for the next stage in their learning.

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

- Staff have strong partnerships with parents. Parents are complimentary about the level of communication and the availability of staff to discuss their children's needs. Key persons plan children's next steps with parents and provide advice for parents to support their child at home. Information about children's learning, progress and care are recorded on the online system, which parents can also use make comments and contributions.
- Children with special educational needs and/or disabilities are well supported. The special educational needs coordinator works effectively with parents and external professionals to plan appropriate activities to support their progress.
- Staff routinely monitor the progress of their key children. Where children have gaps in learning, staff plan suitable learning experiences to address these delays. They plan engaging activities to support the progress children make. Children make good progress. Occasionally, staff do not ensure that there are resources available to enhance learning. For example, there are no magnifying glasses available to enable children to closely observe the stick insects and the seedlings.
- Staff regularly video themselves working with children and discuss their strengths and areas for development with the manager. They are given useful feedback to help them to improve their practice. Staff are encouraged to attend

training, such as training around helping children to express their feelings. Leaders and staff are reflective. They have recently introduced new learning experiences to support children who speak English as an additional language.

- Children of all ages show good levels of concentration and positive attitudes. The youngest children sit with adults and look at books. They learn to turn the pages. Older children predict what might happen to different characters. They can recall a sequence of events and enthusiastically join in with patterned language.
- Staff have forged good links with schools and other settings children attend. They share information about children's learning and progress to help to ensure consistency of care. Children are well prepared for school. They can manage their own self-care. Children can use simple tools independently, such as cutlery. In the nursery, when children are due to move rooms, discussions are held between parents and key persons to establish next steps.
- Staff provide good support for children's communication and language development. They speak clearly and model good language. Young children learn to recognise different sounds, such as those of animals, while older ones can identify initial sounds. They can independently think of words beginning with specific sounds. For example, they correctly suggest that the word 'sword' begins with the sound 's'. Staff generally question children well. However, at times, they do not give children time to express their own ideas before providing a response.
- Children are provided with a range of opportunities to support their early writing skills. They enjoy using a range of implements to draw stick insects. Others make potato prints and recognise simple mathematical shapes in the stencils they colour.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are fully aware of their responsibilities in keeping children safe at all times. The premises are checked daily to ensure that children can learn in a safe environment. Leaders ensure that all equipment, including fire equipment, is regularly maintained. Recent and regular training ensures that all staff can identify a child who may be at risk of harm. They know who to inform should they need to seek advice about a child's safety or welfare. There are appropriate systems in place should an allegation be made against any member of staff or their families.

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

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

- allow children time to think about their responses and share their ideas, to help to support their critical-thinking skills

- provide additional resources to take better consideration of the interests and abilities of the children, to meet their learning needs.

## Setting details

<b>Unique reference number</b>	EY436240
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10210624
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	66
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Copperfields Day Nursery Limited
<b>Registered person unique reference number</b>	RP531081
<b>Telephone number</b>	01323644661
<b>Date of previous inspection</b>	20 September 2016

## Information about this early years setting

Copperfields Day Nursery first opened in 1987 and re-registered in 2012. It operates in Eastbourne, East Sussex. The nursery employs 19 members of staff. Of these, 17 hold appropriate early years qualifications. Two staff hold early years teacher status, two hold qualifications at level 6, one holds a qualification at level 5, 10 hold qualifications at level 3, and one holds a qualification at level 2. The nursery is open from Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jill Thewlis

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the nursery.
- The owner and the manager took the inspector on a learning walk and tour of the premises. Leaders explained the purpose behind the learning experiences provided for the children.
- The inspector held discussions with staff, children and parents at appropriate times during the day.
- The manager and the inspector undertook a joint observation and discussed the learning that took place.
- Interactions between staff and children were observed by the inspector, both inside and out.
- Written documentation relating to suitability, safeguarding and record-keeping was viewed by the inspector.

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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