

Inspection of Fellowship of St Nicholas

St Nicholas Centre, 66 London Road, St Leonards on Sea, East Sussex TN37 6AS

Inspection date: 21 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

All children are happy, confident and settled. They enjoy the company of staff and are eager to join in with the motivating activities that staff carefully plan for them. For example, younger children read about what can be found under the sea. They learn the names of different fish, such as a seahorse, eel and clown fish. Babies enjoy exploring the different marks they make in flour. They are intrigued and amused with the handprints and footprints they create. Older children enjoy learning about how things grow. They talk about the journey a caterpillar makes as it turns into a butterfly.

Children of all ages develop good social skills. Staff are positive role models. Children behave well and are polite and kind. They learn about the importance of healthy lifestyles. For example, children talk about the importance of washing their hands and brush their teeth after lunch. All children develop good physical skills. For example, they learn about the different ways that they can move their bodies using age-appropriate equipment. They balance on tyres, crawl through tunnels and use climbing frames. Staff use additional funding effectively to meet the needs of individual children. For example, they purchase equipment to develop their interest in mathematics, such as measuring equipment and stop watches.

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

- Staff get to know children and their individual personalities well. They understand what makes each child unique. Staff plan activities that they know will interest children. This helps all children to have a positive attitude towards their learning and to make good progress. This includes children who speak English as an additional language and those with special educational needs and/or disabilities.
- Children have a good sense of belonging and positive levels of well-being and self-esteem. Staff build and maintain secure and trusting relationships with children of all ages. For example, when babies become upset, staff reassure and comfort them. Babies quickly settle happily back into their play. Staff manage changes in routine well to keep all children engaged throughout.
- All staff establish secure and trusting relationships with parents. They keep them well involved and informed about their children's progress and achievements. For example, staff share regular photos and information about their children's day. Staff routinely share useful information to support parents. This includes healthy eating ideas and tips on how to keep children safe in the sun.
- Overall, the manager closely monitors the good quality of care and teaching that staff provide. She routinely observes staff teaching children and gives them helpful feedback to support their future practice. However, she does not use a fully effective system to ensure that the newest members of staff are

consistently supported. These staff currently have less understanding and confidence about their roles and responsibilities and what is expected of them.

- Staff attend regular training and keep their knowledge up to date. They have recently learned about different ways to support children to manage their feelings and emotions. This has helped children to display positive behaviour.
- All staff support children to develop good communication skills. They ask older children good open-ended questions and give them time to think and then answer. Staff use a good range of facial expressions and varying tones of voices to engage younger children. All children enjoy a wide range of stories and singing activities.
- The manager and staff have a good understanding of all areas of learning. Overall, they help children develop skills to support their future learning. For example, children are encouraged to take turns and share resources. However, children do not have consistent opportunities to develop their independence and complete their own tasks. At times, staff are too quick to intervene and complete tasks for children, including wiping their noses and opening their packaging at lunchtime.
- All staff support children to develop a good understanding of other people's similarities and differences outside of their own communities and experiences. This includes celebrations of other cultures. For example, children learn about festivals, such as Diwali, and they talk about Buddhism traditions.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure and confident knowledge and understanding of safeguarding and child protection. They attend regular training to keep their knowledge up to date. This includes learning about what may highlight a concern with regards to children being exposed to extremist views. Staff know who to contact to seek advice and raise and follow up potential concerns. Staff complete detailed risk assessments to help keep children safe. These include equipment, environments and practice to minimise the risk of COVID-19. Staff closely monitor and minimise the risks of accidents in the setting. They know how to deal promptly with any injuries and how to help minimise the spread of childhood illnesses.

What does the setting need to do to improve?

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

- strengthen the induction process for new staff to ensure they have all relevant information to carry out their role effectively
- support staff to consistently help children to be more independent and complete tasks that they are capable of doing themselves.

Setting details

Unique reference number	511215
Local authority	East Sussex
Inspection number	10228040
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	42
Number of children on roll	70
Name of registered person	Fellowship of St. Nicholas(The)
Registered person unique reference number	RP520763
Telephone number	01424 423683
Date of previous inspection	14 December 2016

Information about this early years setting

Fellowship of St Nicholas registered in 1999. It is located in St Leonards on Sea, East Sussex. The setting is open Monday to Friday, from 8am until 5pm, term time only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs 10 members of staff, eight of whom hold relevant early years qualifications at level 2 and above. This includes six members of staff who have a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the provider 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 their evaluation of the provider.
- The inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff's interactions and the learning opportunities that they provide for children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed, including safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.
- The manager and the inspector carried out a joint observation of a water play activity outdoors.

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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