

Inspection of Fellowship of St Nicholas - Greenway

2 Waterworks Cottages, Waterworks Road, Hastings, East Sussex TN34 1RU

Inspection date: 4 May 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at this welcoming and spacious nursery. The setting has an exciting view of the town and on arrival, children like to stop and watch trains passing or see the delivery lorries visiting the supermarket nearby. These features provide a great start to the day and ignite children's interest and curiosity. Children observe and draw things they find in their environment, such as the view of the nearby houses, and birds and minibests in the shrubbery.

Children's learning is thoroughly planned and experiences for children are ambitious. For example, practitioners organise for children to visit their linked nurseries, to meet new friends and to observe the changes that occur in the lifecycle of a chicken. Likewise, other children are invited to Greenway, so that they can experience the lifecycle of a butterfly. These outings help children get involved with the wider world and provide good opportunities for children to gain the best possible learning experiences. Children behave very well in the setting. They take care of each other. They make friends easily and form close attachments to the staff. Practitioners carefully organise the environment to enable children to play and share effectively to ensure good relationships.

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

- Practitioners know children very well and describe their characters and current interests. They know what their children are working towards and can speak about the progress that they have made in specific areas of learning. Staff know how to identify a possible delay and how to obtain relevant information and support, if necessary. However, on occasion, practitioners are not clear about the precise skills and knowledge they want individual children to learn from planned activities, to help them make the best possible progress.
- Practitioners plan their curriculum well and are clear about what experiences children will learn during their journey through the setting. Children learn important concepts such as maintaining good oral health and making healthy choices in their diet and physical exercise. The nursery was recently awarded a certificate of excellence from the 'Healthy Active Little Ones' project.
- Practitioners plan activities that include children taking part in various games and exploratory experiences. At times, however, planned sessions are a little too long for younger children to sit through and some tasks are not challenging enough for older learners. As a result, children lose interest and become distracted, so do not gain as much learning as they could from these sessions.
- When choosing activities, children have a wealth of resources to enhance their curiosity and exploration of the natural world. For example, flowers grow in the garden and children can plant seeds to observe every day. They share trowels and take turns to scoop soil into pots.

- Children collaborate with each other to negotiate a turn on the bikes, using sand timers and having discussions about whose turn is next. This helps them feel secure and confident in the environment and gain valuable experiences as a result.
- Leaders are clear about the direction of the nursery's vision and have high ambition for the identified improvements. The staff feel that they are well supported and valued in their roles. They feel encouraged by leaders to further their development, which contributes to high-quality experiences for children in their care.
- Managers carefully allocate funding so that children benefit from expert knowledge. This is particularly evident for children with special educational needs and/or disabilities, and children with English as an additional language. For example, practitioners collaborate with the local library and bilingual volunteers. They teach parents to share valuable experiences through books and language, within the home.
- Parents are happy with the care that their children receive. They praise the practitioners and feel well informed about their child's current stage of development and support with next steps. They are encouraged to extend children's learning at home. For example, practitioners provide parents with sunflower seeds and instructions about how to grow a plant together, which is well received. Practitioners welcome parents to visit the setting and to attend parents' evenings to share information about children's progress.

Safeguarding

The arrangements for safeguarding are effective.

Practitioners know the importance of keeping children safe. They act on concerns quickly and ensure that they record matters accurately and share information with the necessary support network. They know how to recognise any concerns about children's welfare and understand the procedures to follow. The premises are secure. All practitioners are competent in administering first aid when necessary. Parents complete forms for when minor accidents or incidents occur. Practitioners complete regular safeguarding training.

What does the setting need to do to improve?

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

- improve activity planning so that tasks are more closely matched to the needs and abilities of each child
- support staff to implement the precise learning intentions of activities more effectively, so they are clear about the skills and knowledge they want children to gain.

Setting details

Unique reference number	EY337266
Local authority	East Sussex
Inspection number	10228052
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	42
Number of children on roll	66
Name of registered person	Fellowship of St. Nicholas(The)
Registered person unique reference number	RP520763
Telephone number	01424 438660
Date of previous inspection	24 November 2016

Information about this early years setting

The Greenway Nursery is run by the Fellowship of St Nicholas charity and registered in 2006. It operates from a children's centre in Hastings, East Sussex. The nursery is open each weekday from 8am to 6pm, for 52 weeks of the year. The nursery employs 10 staff, seven of whom hold appropriate early years qualifications at level 3 or above.

Information about this inspection

Inspector

Kate Williams

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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022