

Claremont Nursery

Claremont School, Ebdens Hill, St. Leonards-on-Sea, East Sussex TN37 7PW



Inspection date	26 March 2019
Previous inspection date	24 February 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- There are exceptionally strong relationships between the adults and the children, and this helps to support children's emotional well-being. Children feel safe and secure in the setting and their behaviour is exemplary.
- Partnerships with parents are highly effective. Parents enthusiastically contribute to their child's learning and progress records. They have regular and frequent opportunities, both formal and informal, to discuss their child's education with key persons and senior staff.
- Staff benefit from one-to-one discussions with managers about their practice. Highly focused observations inform training needs and help to ensure that teaching is of a consistently high standard. Staff feel extremely well supported and value the strong team ethos.
- Assessment is highly effective. Children's starting points and next steps are established with parental input. Staff plan exciting, interesting activities to support children's progress. Children make outstanding progress.
- The links between the setting and other providers, including school, are excellent. There is systematic communication between settings and this helps to ensure that there is consistency in children's daily routines. Children benefit from frequent contact and activities with the Reception class such as outdoor play, concerts and plays.

What the setting needs to do to improve further

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

- pursue excellence and constantly strive to make more improvements to the setting in order to raise achievements for children.

Inspection activities

- The inspector observed adults interacting with children and discussed their practice with the manager.
- The inspector viewed documents relating to the safety and welfare of children and the suitability of adults.
- The inspector held discussions with staff members regarding their professional development and welfare.
- The inspector examined the learning and progress records of children.
- The inspector spoke to children, read the comments of parents and took their views into consideration.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of leadership and management is outstanding

Senior leaders are highly ambitious and have detailed plans in place to ensure that children continue to achieve highly. For example, they recognised that they were spending too much time on paperwork. All recording processes have now been thoroughly overhauled and staff now spend more time with the children. This helps to support continued, high achievement. Staff are rigorous in monitoring the progress of children, including those with special educational needs and/or disabilities (SEND). Where gaps are identified, they plan specific support programmes and highly interesting activities to help children to catch up. Safeguarding is effective. Staff are extremely knowledgeable about the procedures to follow and the people to contact if they have a concern about a child's safety or welfare.

Quality of teaching, learning and assessment is outstanding

Staff provide excellent support for children's communication and language skills. They speak clearly and where children have difficulties, provide additional support. Children enthusiastically engage in imaginative play, holding animated conversations about the fairies in the fairy garden. Staff listen carefully to what children have to say and question them skilfully. Staff provide excellent support for children's reading skills. Older children recognise some simple words and younger ones excitedly comment on the pictures in their favourite stories. There are a myriad of opportunities for children to develop their early writing skills. For example, children eagerly write and make marks in the soil with sticks and create pictures using paint and glitter. Children confidently use mathematical language of comparison in their play. For example, they comment that one bear is older because he is bigger.

Personal development, behaviour and welfare are outstanding

Children benefit from outstanding facilities. They are highly motivated in their play and have plenty of opportunities to play outside in the fresh air. For example, they enjoy woodland walks and collect leaves and twigs to help support their creative skills. Children excitedly pretend to dig roads and make macaroni cheese in the mud. They climb on the age-appropriate climbing frames and excitedly manoeuvre the ride-on toys, steering accurately and negotiating corners. Children benefit from the extremely nutritious meals freshly cooked on the premises. They grow and cook vegetables and this helps them to understand where their food comes from. Children have excellent opportunities to develop an understanding of cultures and traditions beyond their own experiences. For example, they learn French and communicate with children in other countries.

Outcomes for children are outstanding

Children make high rates of progress from their starting points, including those with SEND. Children are extremely well prepared for the next stage of their education, including school. They learn to be independent and manage their own personal care. From a very early age, children learn to dress and feed themselves and learn to use a range of cutlery. Children are highly confident, motivated and eager to learn. They have high levels of curiosity and concentration. They take great pleasure in reading and in listening to stories.

Setting details

Unique reference number	EY286277
Local authority	East Sussex
Inspection number	10100950
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	1 - 4
Total number of places	68
Number of children on roll	98
Name of registered person	Claremont School (St Leonards) Ltd
Registered person unique reference number	RP524518
Date of previous inspection	24 February 2015
Telephone number	01424 751555

Claremont Nursery registered in 2004. It operates from a self-contained building in the grounds of Claremont School, St Leonards, East Sussex. It is open each weekday from 8am to 6pm, for 50 weeks of the year. There are 23 members of staff. Of these, 21 hold appropriate early years qualifications. Three staff have qualifications at level 2, 16 at level 3 and two have qualified teacher status. The nursery is in receipt of funding for free early education for children aged two years.

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