

Inspection of Claremont Nursery

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

Inspection date: 1 July 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

OutstandingOutstanding

What is it like to attend this early years setting?

The provision is inadequate

The children's safety and well-being are compromised. This is because not all staff have a secure knowledge of child protection issues or know who to refer concerns to, in line with local procedures.

Despite this, children arrive happily and settle quickly into the nursery. Overall, they demonstrate confidence and a positive attitude to learning as they explore experiences and activities that capture their interests. They have good levels of language and share their play ideas well. Children engage in imaginative play experiences that contribute towards supporting them to express themselves in a variety of ways. For example, children play cooperatively in a pirate ship in the outdoor area. They talk excitedly and use recall to share what they know about pirates. When children identify that their pirate ship is damaged, they work together to repair it. This supports them to develop critical thinking skills, which contributes to building their resilience in their play and learning.

Children have positive relationships with their peers. They show patience and courtesy, waiting to take their turn when playing board games. Children work together to navigate and balance on the multilevel assault beam. They spontaneously join in as a group, singing 'Three Little Men in a Flying Saucer'. They pretend to be spacemen as they balance on the physical play equipment. Children comment 'look at me', as they proudly demonstrate good coordination skills when they jump off the end of the beam.

Children with identified gaps in their development have effective support to receive swift intervention to help them catch up. They benefit from precise, targeted support and monitoring to close the gaps in their learning.

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

- Leaders and managers do not ensure that all staff, including those with lead safeguarding responsibility, have a clear knowledge and understanding of all safeguarding matters. Some staff lack knowledge in issues such as extremism and radicalisation. In addition, they do not know who to contact outside of the setting if they have a concern about a child or an individual working with children. All staff attend safeguarding training. However, leaders and managers do not monitor closely enough to check if there are gaps in staff's child protection knowledge, and to address these gaps swiftly. These breaches compromise children's safety and welfare.
- The manager and the leadership team that supports her have created a well-designed curriculum. Leaders work closely with the manager to continually reflect on all aspects of the provision. They identify ways to make ongoing

improvements. As a team, they feel that they provide coaching and supervision opportunities for staff to enhance their practice. However, the informal nature of these arrangements means that some staff do not benefit from the support they need, in order to know how to improve. This impacts not only on their safeguarding knowledge, but also on some aspects of their teaching practice. There are some minor inconsistencies in teaching, particularly for the youngest children. Leaders and managers recognise this and are taking action.

- Children behave well as staff are consistent and model their behavioural expectations. They challenge children to think about the impact of their behaviour on themselves and others. Furthermore, staff work with children to explore and talk about feelings. This contributes towards helping them to learn about their emotional health, well-being, and to express their views.
- Parents comment favourably about how closely staff work with their children, in order to get to know them. This enables staff to understand children and plan to meet their individual developmental needs. Key persons work closely with parents and outside professionals. This helps to ensure that children who need extra help receive support so they can catch up. Targeted interventions are consistently implemented at the nursery to help children reach good outcomes in their learning.
- Children receive support to engage in experiences that promote positive lifestyle choices. For instance, they learn about self-care in a variety of different aspects. Children learn about hygiene, including good oral health, and independently wash their hands before snack time. They learn how to grow vegetables that are used in the meals provided at the setting. Children learn and talk about foods that support them to be healthy.
- Babies feel safe and secure, as staff follow familiar routines that offer consistency and meet their care needs. When very young children are fractious and tearful, while still new to the nursery, staff offer cuddles and verbal reassurance to help them feel settled. This helps to build positive attachments and form strong bonds between staff and babies, developing their self-esteem and confidence in their new surroundings.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers provide annual face-to-face child protection training, as well as opportunities to engage with online training. This is provided for all staff, to help them understand their responsibilities in safeguarding children. However, leaders and managers do not have rigorous arrangements in place to monitor staff closely enough. These arrangements would check that staff fully understand how to identify indicators of abuse in a variety of different contexts. As a result, not all staff have secure knowledge of child protection issues or know who to make referrals to, in line with local procedures.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure there is effective oversight and monitoring, so that leaders are fully aware of the effectiveness of safeguarding training and can address any gaps in staff's child protection knowledge swiftly	18/07/2022
take action to ensure staff understand the safeguarding procedures, including having up-to-date knowledge of safeguarding issues and knowing how to refer any child protection concerns appropriately, in line with local safeguarding partnership arrangements	18/07/2022
ensure staff responsible for taking the lead in safeguarding (Designated Safeguarding Leads) improve their knowledge and understanding of all safeguarding matters, including the roles of agencies with statutory responsibilities, in order to provide support, advice and guidance to other staff when required.	18/07/2022

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure they provide staff with clear feedback as part of supervision opportunities, so they know precisely what they need to improve on in their own professional practice, and can fulfil their roles and responsibilities to the highest level.	18/07/2022

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

- improve further the organisation of activities for very young children, ensuring they receive quality experiences that support their ongoing learning and help them prepare for the next stage of learning.

Setting details

Unique reference number	EY286277
Local authority	East Sussex
Inspection number	10246191
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	68
Number of children on roll	94
Name of registered person	Claremont School (St Leonards) Ltd
Registered person unique reference number	RP524518
Telephone number	01424 751555
Date of previous inspection	26 March 201926 March 2019

Information about this early years setting

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 26 members of staff. Of these, 22 hold appropriate early years qualifications. Three members of staff have qualifications at level 2, and 17 at level 3. The highest-qualified member of staff holds a level 7 qualification. The nursery is in receipt of funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sherrie Nyss

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 setting.
- The inspector went on a learning walk with the manager and education lead to establish their priorities for the curriculum.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- A joint observation was completed and discussed with the manager and educational lead.
- The inspector tracked children to establish what it is like for a child at the setting.
- The inspector held a discussion with leaders and the manager, in relation to the leadership and management of the nursery.
- The manager provided the inspector with relevant documentation, such as evidence of Disclosure and Barring Service checks, first-aid certificates and the safeguarding policy.

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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