

# Inspection of The Warren Nursery & Pre-School

The Post Barn, Gillridge Lane, Crowborough TN6 1UP

---

Inspection date:

20 September 2022

---

## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is outstanding

All children thrive in this extremely nurturing, supportive and exciting nursery. They very quickly form warm and meaningful relationships with staff, which supports them to feel safe, settled and ready to learn. Babies are often seen intently watching their key person, smiling and responding to them with enthusiasm. Staff engage older children in exciting and in-depth conversations about their new learning. This supports all children to make exceptional progress.

Children are taught from when they are babies to be kind and gentle with each other and to share resources. They watch and learn from each other and enjoy interactions across the nursery. Older children thoroughly enjoy showing their peers what they have found out, such as what is inside a melon. They shriek with excitement and giggle as they tell each other what the seeds look, feel and smell like.

Staff know all children exceptionally well, and work together and with parents to provide a fun and stimulating curriculum based around the children's interests. Children are always seen to be fully engrossed in a huge variety of exciting activities. Younger children enjoy exploring different textures, sounds, and rhymes, while older children explore deeper learning about volcanos and animals. All children are extremely well supported to listen, take part and learn, increasing their independence and resilience, and fostering a love of learning. This supports children superbly to move on to the next stage of their learning.

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

- Staff provide a highly ambitious, broad and rich curriculum for all children. It is clearly sequenced, planned and delivered to help children build on prior knowledge, deepen their understanding and rapidly acquire new language. Older children talk about volcanos 'erupting' and making 'hot lava', while they enjoy using paper mache to make their own volcanos. Babies explore sensory bottles to look at sounds, colours and 'bigger' and 'smaller' sizes.
- Staff make every effort to use funding to include children with special educational needs and/or disabilities (SEND) in all learning opportunities. For example, they purchase specialist outdoor equipment to promote activities that develop mobility skills. This means children with SEND do not miss out on any fun or learning, and make the best progress they can.
- Staff effortlessly present learning in a fun, engaging way. They expertly use questioning and allow children to explore for themselves, providing them with a greater understanding and improving problem-solving skills. For example, children work as a team to see which objects will be best to collect water and how many more legs they need to make play-dough animals.

- Staff encourage a true love of reading in all children. They provide a number of cosy areas, where children regularly go to curl up with staff and enjoy a story. Staff read with animated voices that engage and interest children. They help children to understand the stories through questioning and looking at the pictures. This supports communication and language highly effectively, and prepares children superbly for future learning.
- Staff are highly successful at supporting children to explore a variety of cultures. They regularly help all children to make food from different countries and then to sample it at snack time. Parents contribute by translating stories into their home languages. This supports all children to understand differences and similarities, and feel pride in sharing their uniqueness with others.
- Staff continually support children to think about emotional regulation. They provide a wealth of stories and activities to develop this. Older children are supported to talk about characters' feelings and behaviours in stories, and younger children use picture cards to explore feelings. This means children become very capable at understanding emotions and recognising their own feelings.
- Leaders are exceptional at providing focused and highly effective professional development for staff. They complete many observations and provide lots of support and training, such as in sign language so staff can support children with hearing impairments to understand and take part in all learning. This ensures that the care and education staff deliver to children is of an outstanding quality and rapidly aids their progress.
- Leaders place high priority on their staff's well-being. They consistently reward and recognise achievements, meaning that staff morale is high. Staff feel valued and empowered to provide the best possible care to children.
- Parents are included in every part of their child's learning journey. They contribute to their goals and achievements. This helps to provide an excellent continuity of learning for every child. Parents say that their children are 'stimulated and challenged consistently,' and 'thrive under the care' of staff who 'love, cherish and value every child'.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a clear understanding of child protection issues and their roles in safeguarding all children. They complete regular training to update and expand their knowledge, and are clear about the importance of making prompt referrals should they have any concerns about a child. Staff undertake effective risk assessments of the nursery environment, which helps to reduce and minimise any potential hazards. The manager follows safe recruitment procedures to make sure that staff are suitable to work with children.

## Setting details

<b>Unique reference number</b>	EY450425
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10228705
<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 4
<b>Total number of places</b>	74
<b>Number of children on roll</b>	95
<b>Name of registered person</b>	Braidwood, Claire
<b>Registered person unique reference number</b>	RP906367
<b>Telephone number</b>	01892 653167
<b>Date of previous inspection</b>	4 October 2016

## Information about this early years setting

The Warren Nursery & Pre-School registered in 2012. It operates from converted premises situated in Crowborough, East Sussex. There are 23 members of staff employed to work with the children. Of these, one has early years professional status, fourteen hold appropriate qualifications between levels 2 and 5, and eight are currently unqualified. The nursery is open Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year.

## Information about this inspection

### Inspector

Nina Harvey

## 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 told the inspector about what they enjoy doing when they are at nursery.
- 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 manager and inspector carried out a joint observation.
- Parents shared their views on the nursery with 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022