

# Inspection of Tarnerland Nursery School

Sussex Street, BRIGHTON BN2 0AR

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Inspection date: 15 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

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

### The provision is good

Staff warmly welcome babies to nursery. They listen with interest to babies' experiences since they last attended. This helps them to plan routines for the day and support their well-being. Staff at the nursery are gentle, kind and reassuring.

The nursery provides a safe, clean and comfortable environment for babies to explore. They enjoy playing with water and mark making with pens. They are eager to climb up and down the slide. At all times, caring staff are available to support them.

Babies have fun in the large outdoor area. Here, they can see older children playing and watch what they are doing. They enjoy crawling through a tunnel or playing with balls. At lunchtime, babies are captivated as they listen to a story. Staff skilfully prompt them to predict words at the end of each page.

When they are ready, older babies visit the two-year-old room. Parents meet their child's new key person. This supports children's well-being and prepares them for the next stage in learning.

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

- Staff are attentive and nurturing. They obtain sufficient information to learn about routines to help babies settle in. Staff share information with parents so that they know about their child's day. They welcome information from home to help them plan daily routines, for example if a baby has had a disturbed night before coming to nursery.
- Transitions to the two-year-old room are positive experiences for babies. They visit each day to meet their new key person and are happy when they return to the baby room. Parents are invited in to speak to the new key person and share information. Babies are therefore well prepared for moving on.
- Staff are warm, caring and nurturing. Babies are happy and confident and form an attachment to their key person. If they are upset, they are immediately comforted.
- The nursery has a clear curriculum which aims to prepare children for the next stage at nursery. However, sometimes, babies' individual needs and strengths are not responded to. For example, staff do not plan consistently for physical play outdoors to help children make even better progress in developing their physical abilities. Although babies confidently explore their surroundings, staff have not fully extended opportunities for them to experience different textures, develop their senses and learn about the world around them.
- Babies are curious about books and enjoy the skilfully delivered story before lunch. However, staff do not consistently enhance and support babies' language

development at other times throughout their day, such as through further stories, songs and rhymes.

- The nursery is clean and safe, both indoors and outside. Children learn about being healthy as they turn the tap on at handwashing time. Personal care is attended to promptly and sensitively.
- Daily routines are flexible to enable babies to sleep when they need to. Staff reassure them when they wake up so that they are ready to play again.
- Nutritious meals are provided which cater for known allergies and dietary preferences. Babies learn to use cutlery and drink from cups. Bottle-fed babies enjoy close interactions with staff, which strengthens their attachment and well-being. Staff ensure that parents are able to provide breast or formula milk which is safely stored or made up when it is time for babies to be fed.
- Leadership and management are committed to developing staff knowledge and skills. They ensure staff take part in regular training days. They provide mentoring for apprenticeships and staff are encouraged to develop their qualifications and skills.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have good knowledge of how to keep children safe. The headteacher and manager have completed designated safeguarding lead training. Staff also complete regular training on the main signs and symptoms of abuse. All staff know who to speak to if they have any concerns. The nursery works with parents and external agencies to help keep children safe. Safeguarding is regularly discussed during staff meetings, which helps to keep staff knowledge up to date. Recruitment and induction processes are robust to ensure that all staff are suitable to work with children. New parents are provided with key information to help them understand the nursery's role and responsibility to safeguard children.

## What does the setting need to do to improve?

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

- extend the curriculum to provide further opportunities for babies to explore their senses and physical abilities
- strengthen staff's skills in supporting babies' early language through daily routines and activities.

## Setting details

<b>Unique reference number</b>	EY279045
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10128586
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 2
<b>Total number of places</b>	20
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Tarnerland Nursery School Governing Body
<b>Registered person unique reference number</b>	RP523368
<b>Telephone number</b>	01273 294199 or 294188
<b>Date of previous inspection</b>	19 February 2016

## Information about this early years setting

Tarnerland Nursery School opened in 2004. The nursery is situated in Brighton, East Sussex. It is open each weekday, from 8am to 6pm, for 50 weeks of the year. The nursery employs 31 staff; all hold appropriate early years qualifications. The nursery is part of a city school partnership in Brighton and receives support from Brighton and Hove central Sure Start children's centre. Children aged under two years old are cared for in the baby room, which has a separate early years registration. Older children aged two to five years old are part of the local authority maintained nursery provision, which is inspected separately.

## Information about this inspection

**Inspector**  
Penny Smith

## Inspection activities

- This was the first routine inspection the setting 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 headteacher and the inspector completed a learning walk together of the baby room and outdoor area and discussed the early years curriculum.
- The inspector observed the quality of care and education being provided, indoors and outside, and assessed the impact that this was having on children.
- The inspector interacted with babies, staff and some parents during the inspection and took their views into account.
- The manager and the headteacher carried out a shared observation of a group activity with the inspector.
- The headteacher 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.

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