

Inspection of Claremont Nursery

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

Inspection date: 19 December 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	Inadequate

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this warm and welcoming environment. Since the previous inspection, leaders have striven for improvement. They have ensured that staff have a robust knowledge and understanding of safeguarding. As a result, children feel extremely secure. Staff are positive role models and demonstrate to children their high expectations of mutual respect. As a result, children understand how to manage their feelings and emotions, and their behaviour is excellent. Staff support children in being extremely independent and encourage a 'can-do' attitude. Children persevere to solve problems for themselves.

The provision has been revised to maximise children's learning throughout the environment. Children expand their ideas and become fully engrossed in their learning. Staff interact with children and take every opportunity to extend and challenge them in their play. Babies enjoy a rich array of resources and learning opportunities in their calm and nurturing space. As a result, all children make excellent progress at every age and stage of development.

Children have exceptional bonds with the staff and readily share their ideas and learning with them. Leaders ensure that they maximise learning opportunities by including both parents and children in their plans for improvement. Children enjoy a variety of experiences, such as growing vegetables in the 'Jubilee Garden' and exploring in the nearby forest and fields. They delight in learning about nature and the awe and wonder that it provides.

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

- Leaders are thoroughly committed to providing an environment where all children and staff are nurtured and appreciated. There is a highly effective programme of supervisions and team collaboration. For example, staff cascade knowledge from key training and take part in peer-on-peer review sessions. These are designed to ensure that practice is consistently excellent. All staff have a shared vision to provide high-quality care and education for every child.
- Staff carefully consider their tailored curriculum and how children learn about the culture of their own community. This includes grasping children's interests and home experiences and extending learning within their play. For example, children who have recently visited a historical place of interest return excited to share their new knowledge. They are encouraged to construct buildings and sew patterns like those seen in ancient creations, such as tapestries. Children experience what it might feel like to be blind like the character they have learned about by negotiating the room in a blindfold. They become immersed in their play and develop skills across all areas of learning.
- Books and stories are a key feature throughout the provision. Staff are highly

skilled at using effective techniques that support children to learn new words. They give lots of opportunity for children to talk and listen. Children are able to practise saying new words and use them in context. For example, they discuss Father Christmas in the story that is shared. Children listen to each other's accounts of how he will become 'invisible' and 'squeeze himself down the chimney'. Staff also learn words in children's home language. This helps children to make connections and build confidence in speaking in front of others.

- Children make rapid progress in the development of their independence skills. This results in high levels of confidence and exploration. For example, young children experiment with different textures in messy play. They learn to scoop different textures with their spoons, such as mashed potato and baked beans. Staff encourage them to practise the action ready to help them with accurate self-feeding. Older children confidently put on their coats and manage zips. Staff empower children to carry out small tasks and to persevere when faced with difficulty.
- Children with special educational needs and/or disabilities (SEND) receive support at the highest level. Staff work superbly with parents and other professionals to ensure an exceptionally secure collaborative approach. Leaders swiftly identify any children who may not be making the best possible progress. Staff are extremely effective in working with parents and other professionals to ensure all children get the high-quality targeted support they need.
- Parents offer the highest praise for staff and managers. They comment on the significant progress their children have made since starting. Parents are invited into the setting for regular sessions to enjoy playing and learning alongside their child. For example, they learn how to share stories effectively and how to ensure children stay safe online. Parents compliment staff on the smooth communication and transition arrangements when their child starts school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have prioritised staff training to ensure they understand how to keep children safe. Managers have undertaken more-advanced training to ensure they oversee safeguarding with robust systems and procedures. These are strengthened, for instance by implementing safeguarding audits and regular staff supervisions. Staff undertake meticulous risk assessments to promote children's health and safety. They can refer to information effectively, such as how to minimise choking hazards. Staff closely supervise children as they approach risks and challenges with exceptional confidence.

Setting details

Unique reference number	EY286277
Local authority	East Sussex
Inspection number	10248635
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	83
Number of children on roll	75
Name of registered person	Claremont School (St Leonards) Ltd
Registered person unique reference number	RP524518
Telephone number	01424 751555
Date of previous inspection	1 July 2022

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 22 members of staff. Of these, 20 hold appropriate early years qualifications. Three members of staff have qualifications at level 6, one at level 4 and 15 at level 3. The nursery is in receipt of funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kate Williams

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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