

Inspection of Ovingdean Nursery School

The Church Room, Ovingdean Road, Ovingdean, Brighton BN2 7BB

Inspection date: 6 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children learn and develop well at this nursery. They are eager to arrive and are warmly greeted by the staff. Children settle immediately and engage in conversations with peers and adults. The bond that children have with the staff is clear to see. They giggle when the staff make jokes and readily hug them. 'You make me happy' they say. Staff have high expectations for children and skilfully challenge those who are older and consequently more capable. For example, children who have an interest in learning to read are supported. Staff understand what children need to learn next.

Children behave very well and staff model respectful behaviour. Children are courteous and are keen to share and help their peers. For example, during activities, children pass tools around to their friends without prompting. 'Would you like to share with me? You can go first,' they say with a smile. Children cheer each other on during an obstacle race and hug them as they finish. This helps raise children's self-esteem and sense of belonging.

Staff very effectively support children's emotional health. Children are encouraged to talk about their feelings at every opportunity. For example, children point to pictures to help communicate how they feel. Children feel safe, secure and listened to.

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

- Parents comment that they are very satisfied with the quality of care and education that their children receive. They say that staff go 'above and beyond' when getting to know their children. Parents are grateful for the ideas that they receive from the nursery staff on how to support their child's learning at home. Communication with parents is strong and effective.
- Children are articulate talkers. Supporting children's language is a priority for the staff. They introduce words during activities and encourage children to make up their own words. For example, one child explained that her word 'terrificul' described how she was feeling during a 'snow-making' activity. Children regularly use words such as 'investigate' and 'ingredients' during their conversations, which shows the depth of their vocabulary.
- Children have strong independence skills. They pour their own drinks, wash and dry hands and get themselves ready to go outside. At the snack table, they hold discussions, for example, about the type of plants that they would like to grow this year. They know that walking with food in their mouth can cause choking. However, staff do not always use these times to talk about food which is healthy and food which is not. This does not fully support children's understanding of leading a healthy lifestyle.

- Staff have created a culture of curiosity. They engage in constant dialogue with the children, asking questions and creating conversations. Children are inquisitive and know that 'hot water makes jelly melt'. This concept is revisited later in the garden when children excitedly claim, 'The sun has melted the ice! Just like our jelly!' Staff support children to make good progress through a broad and balanced curriculum.
- Children who speak other languages at home and or have other faiths are made to feel special. For example, staff and children greet each other in different languages. They learn to count and sing in French and parents are invited in to teach the children about their culture. Consequently, children develop an understanding of diversity.
- Staff have a good balance of adult-led and child-led activities. They carefully plan activities using children's ideas or interests, which helps sequence learning. However, the organisation of group work means that some children have to wait longer than others to participate. This results in some children losing focus or moving away, and they do not benefit fully from the learning experience.
- Children are very physically active. For example, they climb, run and jump on a variety of outdoor play equipment. They eagerly warm up with exercise before they go out to play. This helps support children's health and understanding of why physical activity is important. Children learn about oral health after a visit from the dentist and know that water or milk to drink keeps teeth healthy.
- The manager supports her staff to deliver an ambitious and broad curriculum. She regularly consults them about how to adapt the nursery and listens to their thoughts and opinions. Staff mention that they feel very valued, and that the nursery is a 'wonderful place to work.'

Safeguarding

The arrangements for safeguarding are effective.

Staff complete regular child protection training. They regularly update their knowledge regarding developments in safeguarding practices, such as protecting children from extreme views and behaviour. Staff know how to recognise changes in children's behaviour, which may indicate abuse. They have a secure understanding of what they must do should they have a concern about a child's welfare. Children are always supervised. Risk assessments of the environment, both inside and outside, are thorough and promote children's safety.

What does the setting need to do to improve?

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

- consider more closely how to adapt group activities to ensure all children fully engage and benefit from the learning opportunities
- build on learning opportunities as they arise to extend children's understanding

of making healthy choices.

Setting details

Unique reference number	EY489703
Local authority	Brighton and Hove
Inspection number	10264565
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	16
Number of children on roll	15
Name of registered person	Ovingdean Nursery School Limited
Registered person unique reference number	RP902566
Telephone number	01273 302991
Date of previous inspection	19 June 2017

Information about this early years setting

Ovingdean Nursery School opened in 1993 and re-registered in 2015. It is located in Ovingdean near Brighton, in East Sussex. The nursery is open between 8am and 3pm on Monday, Tuesday and Wednesday, and between 8am and 1pm on Thursday and Friday, during term time only. The provider employs three staff, two of whom have relevant childcare qualifications at level 3. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Tina Lambert

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 manager provided the inspector with relevant documentation, including the evidence of staff suitability when working with the children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector took account of the written views from parents and those spoken to on the day of the inspection.
- The manager and the inspector completed a joint observation of an activity and evaluated the observation together.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.

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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