

# Inspection of Claverham Day Nursery

Claverham Community College, North Trade Road, Battle, East Sussex TN33 0HT

---

Inspection date: 10 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

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	Good
--	------

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

### **The provision is good**

Children are confident, happy and secure in their play at the setting. They develop close friendships with their peers, sharing experiences and playing together. Children make close bonds with staff, even those who are new to the setting. They gain reassurance through cuddles, eye contact and comfort to develop confidence to try new experiences.

Children are eager to learn. They question, show intrigue and curiosity in what others are doing. Children think critically, asking how things work and why. For example, they question why some cars fit down the tube and others get stuck, explaining this to others.

Children thoroughly enjoy sensory experiences throughout the nursery. They experiment with flour, salt and water, making their own dough through trial and error. Children express themselves confidently, telling staff what it feels like and what changes have occurred. Younger children explore with flour and glitter, showing expressions of awe and wonder as the flour falls on the floor, using their feet to complete the experience by making footprints in the flour.

Children show a clear understanding of storytelling. They effectively use pictures to tell the story to others. Children use expressions to communicate the emotion in the story, using smiles, cheers, astonishment and sadness. They take care of books, turning pages carefully and placing them back in the racks after their use. This helps children to develop a love of books.

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

- Children learn to be independent. They show an increasing understanding about good hygiene practices and what keeps them healthy. Children talk about the fruits that they eat at snack time, the foods they like at lunchtime and when they are thirsty and hungry. Staff recognise those who cannot verbalise their hunger and quickly meet their needs. They provide them with food to help them settle and encourage them to eat their lunch independently. Children thoroughly enjoy exploring the outdoor space. They experiment with a wide range of natural materials. For instance, children thoroughly enjoy jumping in puddles, exploring leaves and mud in the mud kitchen and using diggers in the sand.
- Staff are eager to continue their professional development. They have a positive attitude towards training and gaining new ideas. Staff understand the importance of meeting children's individual needs. However, they sometimes rely on written observations rather than trusting their knowledge of how each child learns best. This impacts on the quality time staff spend engaging with children during their play.

- Children's communication and language is promoted well. Staff use open-ended questions to help children to listen, understand and respond in a timely fashion. Babies are encouraged to babble. Staff encourage this through repetitive words, songs and rhymes. Older children develop more complex speech by staff modelling extended vocabulary and encouragement to verbally share their experiences. All children benefit from the use of Makaton to increase their awareness of different forms of communication and the confidence to express their needs.
- Parents make positive comments about the setting. They receive and share information about children's learning and feel supported in how to promote children's learning at home. Parents feel reassured that children develop the skills necessary to move on to their next place of learning.
- Children with special educational needs and/or disabilities (SEND) receive positive and reassuring support to help close an gaps in their development. Every achievement, however small, is celebrated and shared amongst the staff. Staff work closely with other professionals to promote a consistent approach to children's ongoing learning journey.
- Staff know children well and are aware of the need to challenge and extend their learning. However, they sometimes miss opportunities for children to experience the next place for their learning, to provide them with further challenges. For example, they wait for management to tell them that there is space in the next room for children to go and play, rather than using their initiative to support children's chances of experiencing challenging play.
- Children show care and compassion towards their peers. They help their friends up when they have fallen over and give them cuddles if they have hurt themselves. They develop cooperation and negotiation skills throughout their play. Staff act as positive role models, working well together to demonstrate good manners and team work.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are confident in their knowledge of procedures and practices to keep children safe from harm. They access ongoing training and regular discussions in staff meetings, to test their knowledge and understanding of the signs and symptoms of child abuse. The management team play an active role in providing staff with ongoing information and changing procedures. Children play in a safe and secure environment that is adapted according to their physical needs. This provides children with an inclusive play environment. Children show an increasing understanding of keeping themselves safe. They listen and act upon instructions to tidy away activities to prevent accidents.

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

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

- develop staff confidence in their abilities and their knowledge of the children in their care to further support their next steps in their learning
- provide ongoing opportunities for children to experience the next place for their learning and to extend and challenge their development.

## Setting details

<b>Unique reference number</b>	508991
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10263105
<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>	42
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Claverham Community College
<b>Registered person unique reference number</b>	RP903597
<b>Telephone number</b>	01424 774 548
<b>Date of previous inspection</b>	20 April 2017

## Information about this early years setting

Claverham Day Nursery registered in 1995. It is situated in the grounds of Claverham Community College in Battle, East Sussex. The nursery is open each weekday, from 8.15am to 5.30pm, for 51 weeks of the year. There are 14 staff. Of these, one staff holds an early years qualification at level 6, one holds a qualification at level 5 and 12 have a qualification at level 3. The day nursery receives funding for the provision of free early education to children aged two, three and four years.

## Information about this inspection

### Inspector

Claire Parnell

## Inspection activities

- This was the first routine inspection the nursery 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 deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 joint observations of group activities with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The deputy manager 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.

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 2023