

Inspection of Poohs Nursery School Ltd.

St. Phillips Church Hall, St Philips Place, Eastbourne, East Sussex BN22 8LW

Inspection date: 1 February 2023

Overall effectiveness	Outstanding
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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

Children love to attend this nursery. They are warmly welcomed by staff and enthusiastically run towards them as they are greeted at the door. Children establish lovely friendships with each other and form exceptionally strong bonds with staff. Leaders and staff show exceptional dedication to children and families. They provide a challenging and exciting curriculum, and children can make independent choices about the activities that capture their interest. Children receive rich and unforgettable experiences that support them in the next stage of their education. For example, they retell stories using puppets. They eagerly articulate the story of 'The Three Little Pigs' to the inspector. Children imaginatively and thoughtfully describe how the three little pigs were not scared because 'they have each other'. At every opportunity, staff encourage children to discuss their feelings.

Teaching the children about the diverse backgrounds of their friends is an important priority for the staff. For example, parents who speak English as an additional language come into the nursery to talk about foods and clothes that are part of their culture. As a result, children gather an excellent understanding of cultures other than their own. Children demonstrate extremely positive attitudes to their learning. They become engrossed in activities and concentrate for long periods of time when playing and learning, enthusiastically chattering about their discoveries.

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

- The dedicated leaders continually reflect on their provision in order to provide an outstanding and ambitious curriculum. They provide an extensive training programme for the staff team, which helps to support children in areas such as communication. For example, a number of staff participate in speech and language training. As a result, children are making excellent progress in their communication skills. Leaders provide a well-being ambassador for staff to talk to. Staff mention that they feel incredibly valued and that working at the nursery is a 'dream job'.
- Staff work hard to widen their knowledge about the children. They do this before children start at the nursery and continue to gather information as they progress through the nursery. Parents mention that communication is excellent and that they appreciate the ideas they are given for home learning. Ideas on how to make packed lunches healthy are much appreciated. Parents tell the inspector that their children are 'thriving' at the nursery and that they love the outside experiences that are provided.

- Staff enthusiastically demonstrate their understanding of how children learn and develop. This enables them to provide targeted support to those children who are at risk of falling behind. For instance, children with special educational needs and/or disabilities are swiftly identified. The nursery works closely with parents and other professionals so that children receive the necessary support. As a result of the impact of the COVID-19 pandemic, leaders have been tirelessly proactive in designing a curriculum to strongly support children in their communication and social and independence skills.
- Children's interests are closely followed in order to enhance their learning. They particularly enjoy using their imagination with puppets and books. For example, staff use high-quality interactions and an interactive storybook to support children to develop their vocabulary and questioning skills. Children patiently take their turn when finding items to go into the book. They are proud of their contribution to the story.
- Children are exceptionally independent. For instance, very young children roll up their own sleeves, take paint down from the shelves and carefully squeeze just the right amount of paint onto the paper. Children eagerly volunteer to clean the tables in preparation for lunch. They open their own food packets and beam with pride when staff praise them for 'giving it a go'. Children access the toilet independently and wash their own hands without being told to do so.
- Physical development is a key strength within the nursery. Large muscles are developed to the highest level as children chase staff and skilfully manoeuvre themselves in the outside space. Children take part in a strenuous daily workout, which they delight in, excitedly telling the inspector, 'Oh, I love this!' They are taught how to use their breathing to relax their bodies. Children learn that being still and calm is important for developing a healthy body and mind.
- Staff are extremely well supported to progress their professional development. Leaders model how to lead small intervention groups. Consequently, staff are confident as they deliver small group sessions very effectively. Children show clear anticipation of these learning opportunities. They squeal with delight as they are challenged during these learning activities, saying, 'Can we do that again?'

Safeguarding

The arrangements for safeguarding are effective.

Children's welfare is an utmost priority for all staff at the nursery. Leaders ensure there is a robust safeguarding culture embedded throughout the nursery. Secure safeguarding policies and procedures ensure that children are kept safe from harm. Staff have an excellent knowledge on how to identify the signs and symptoms of abuse, including identifying those who are at risk of extreme views and behaviours and the activity of county lines. Leaders ensure that those families who are in need of support are given help from external agencies. They implement stringent procedures to ensure that staff are safe to work with children.

Setting details

Unique reference number	EY487205
Local authority	East Sussex
Inspection number	10264457
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	1 to 4
Total number of places	40
Number of children on roll	60
Name of registered person	Pooh's Nursery School Ltd
Registered person unique reference number	RP532728
Telephone number	01323 430045
Date of previous inspection	15 June 2017

Information about this early years setting

Poohs Nursery School registered in 2015. It operates in Eastbourne, East Sussex. The nursery is open between 8.45am and 4.15pm, each weekday, term time only. The provider employs seven staff, of whom one holds early years professional status. The setting 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 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 inspector took into account the verbal and written views of the parents.
- The deputy manager and the inspector completed a learning walk together.
- The inspector spoke to staff and children throughout the inspection.
- The deputy manager and the inspector observed and reflected on an activity together.
- The inspector looked at a range of documentation, including paediatric first-aid certificates and staff suitability to work with children.
- The inspector observed the quality of education and considered the impact this has on children's learning and development.

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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