

Inspection of The Meadows Nursery School

9 BRAND ROAD, EASTBOURNE, EAST SUSSEX BN22 9PX

Inspection date: 27 February 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 are enthusiastic, happy and excited to see staff. They are eager to start the day, confidently find their friends and settle quickly into play. This shows that children feel safe and secure. Furthermore, children show high levels of independence. For example, they spread toppings on crackers and peel bananas at snack time. This helps to prepare children well for their next stage in learning.

Children are beginning to understand about the world, including the local community. For example, they enjoy visits from the police and fire service. This helps them to recognise people in society who help to keep them safe. Furthermore, children look at books and listen to stories about people in other countries. This helps them to learn about and respect other cultures.

Children are polite and enthusiastic learners. They thoroughly enjoy a range of activities that successfully ignite their curiosity. For example, they are excited to find worms and other insects as they go on a bug hunt in the garden. This also helps them to learn about nature and the wildlife found in gardens. Furthermore, children learn about nature and growing when they plant flowers and vegetables.

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

- The manager has a clear vision of what she wants children to learn. The curriculum focuses on children's stages of development, interests and individual needs. For example, older children learn how to put on their own coats in preparation for starting school.
- Staff observe children's play and use the information gathered to monitor their progress. This helps them to prepare activities to ensure that children continue to improve. For example, small-group activities are planned to help children develop their social skills and make friendships.
- Staff work closely with parents and form strong partnerships with them. They use a range of ways, such as a book swap, to help families share learning with their children. Overall, parents feel included in their child's learning and informed of their progress. However, occasionally, children's next steps, including targeted learning plans, are not fully shared with parents. This means that parents cannot always build on children's learning at home.
- Staff use a variety of ways to support children to successfully develop their communication and language skills. This includes children with special educational needs and/or disabilities. For example, they use picture cards and visual timetables to help children understand what comes next and to learn new words. This also helps children who speak English as an additional language to communicate their needs.
- Staff support children to develop good manners. For example, they encourage

them to take turns and share resources. This also enhances children's social skills. Children have good attitudes to learning and enjoy activities that encourage them to explore and investigate. For instance, they are fascinated when they add objects to a tray of water to see if they will sink or float.

- Overall, staff support children well during transitions such as starting at the nursery and moving on to school. However, some daily transitions, such as washing hands for lunch and getting ready to go outside, take a long time. As a result, some children become bored and restless. Therefore, learning is not as effective at these times.
- Children of all ages learn how to stay healthy. For instance, young children enthusiastically clean laminated pictures of teeth with toothbrushes and toothpaste. Furthermore, older children learn how to manage their own personal needs. For example, they wipe their own noses and take themselves to the toilet.
- The manager ensures that additional funding is spent well. For example, she has purchased equipment such as crates and beams to enhance the outdoor learning curriculum. This helps all children to develop their physical skills and benefit from fresh air throughout the day.
- The manager regularly monitors staff performance, which helps her to evaluate the quality of teaching and care. She uses the information gathered to help to identify any weaknesses in staff practice and to target professional development.

Safeguarding

The arrangements for safeguarding are effective.

Staff teach children about professionals in the community who help to keep them safe, such as police officers. Staff confidently demonstrate that they know the signs and indicators that a child might be at risk of abuse and/or neglect. They understand the processes to follow if they are concerned about children's welfare. Additionally, they know who to contact in the event an allegation is made about a staff member. They have good knowledge of the safeguarding policy. For example, they know the whistle-blowing procedure if they are concerned about adults working with children.

What does the setting need to do to improve?

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

- improve sharing of children's learning with parents, including targeted plans, to enable them to further build on children's learning at home
- review daily routines to ensure that children do not wait for long periods between activities.

Setting details

Unique reference number	511254
Local authority	East Sussex
Inspection number	10262850
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	2 to 5
Total number of places	36
Number of children on roll	80
Name of registered person	Places For Children Limited
Registered person unique reference number	RP903812
Telephone number	01323 500061
Date of previous inspection	4 April 2017

Information about this early years setting

The Meadows Nursery School has been operating since 1989 and is owned by Places for Children Limited. It is located in Eastbourne, East Sussex. The nursery is open from Monday to Friday all year round. Sessions are from 8am and 6pm. The nursery employs seven members of staff. Of these, six hold relevant early years qualifications at level 2 or above. This includes the manager, who holds a qualification at level 5. The nursery receives early years pupil premium and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michaela Borland

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 nursery.
- The manager and the inspector had a learning walk to help understand the curriculum.
- The inspector held discussions with the manager and senior leaders to assess the effectiveness of leadership and management.
- The inspector spoke with staff and parents and took account of their views.
- The inspector observed staff interactions with children to help to assess the quality of teaching.

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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