

Inspection of Cranbrook Independent Nursery and Preschool

Buttercup Barn, Haywards Heath Road, BALCOMBE, West Sussex RH17 6NL

Inspection date: 11 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are greeted at the gate and receive a warm welcome. Upon arrival to their designated room, children eagerly explore the inviting environment. For example, older children choose the craft materials they wish to use, to make carriages. They talk about events they took part in for the King's Coronation. Children are reminded to put away the resources they are not using, to ensure the area is safe.

Children have free-flow access to the outdoor area, where they engage in imaginative play. Older children walk along planks that are balanced between crates. Younger children look for bugs in their garden area, and babies enjoy singing outside. Children are encouraged to manage their own risk. For example, they are supported to consider if there is enough room for them to join in the play. They count the number of chairs and work out if there is enough space for them.

Children's behaviour and attitudes to learning are excellent, and they understand the expectations on them. For example, children know to close doors after themselves when moving between areas. They independently use the sand timer to support turn taking, and they invite their friends to join them in activities.

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

- The manager is passionate about the care they provide children and the intent for their learning. She provides support and coaching to staff on a daily basis. For example, the manager ensures she is present in the rooms and works alongside the staff. As a result, staff feel well-supported in their role.
- Staff understand their roles and responsibilities. They receive regular supervision where they discuss children's development. Staff understand the curriculum intent and how to support children's progress. They access regular training via an online training provider that the company use.
- The manager is clear on what she wants children to learn. Children across the whole setting are learning to be independent, and are supported appropriately depending on their age and stage of development. For example, young children take their own shoes and socks off and place their socks inside their shoes before they take part in feet painting. They can peel their own oranges for snack and wipe their own noses when reminded.
- Partnerships with parents are very strong. Parents report they are happy with the care their children receive. They know who their child's key person is, and they know what activities their children do each day via the online portal. The manager shares a wealth of information with parents and holds regular parent workshops.
- Children behave exceptionally well and are highly motivated to learn. Older children are given responsibilities, such as being the 'pre-school helper' as well

as having the opportunity to be on 'work experience' in the toddler room. All children, including younger children, help staff to put the washing on and get the tables ready for lunch. Children are helped to understand turn taking from a very young age, and do this independently. Older children demonstrate high levels of respect for others. They ask their peers to join in with craft activities and make sure there is space at the table for them. As a result, behaviour and attitudes are outstanding.

- Staff follow the children's interests and plan activities that build upon what children know and can do. For example, younger children enjoy making dinosaur footprints with paint and comparing them to their own footprints. However, at times, not all children are provided with enough challenge. For example, children who would benefit from more space to be physical are not always given the opportunity. In addition, older children do not always benefit from opportunities to extend their learning even further.
- Children freely access snack when they feel hungry. Staff closely monitor this allowing children to independently manage their own portions and allergies. As a result, children know what they can and cannot eat, and embrace what makes them unique.
- Children are taken on regular outings. They have their own allotment that they visit and learn about the different stages of growing. The local church visit the setting regularly and staff take children to the local community centre for events. As a result, children are given plenty of opportunity to celebrate their local community.

Safeguarding

The arrangements for safeguarding are effective.

The designated lead for safeguarding understands how to report concerns they may have about children to the local safeguarding partners. She understands the process to follow if an allegation is made against a member of staff. Staff speak confidently about how to identify the signs of abuse, including if a child is being exposed to extreme views. Staff know the procedure to follow if they suspect a child is at risk of harm. They are clear on risk assessments at lunch time and know what to do if a child started to choke. Staff support children to risk assess their own play.

What does the setting need to do to improve?

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

- strengthen the support for children to ensure they have sufficient challenge and opportunities to extend their learning further, particularly in relation to their physical development.

Setting details

Unique reference number	EY330756
Local authority	West Sussex
Inspection number	10283811
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 5
Total number of places	56
Number of children on roll	112
Name of registered person	Childcare and Learning (Cranbrook) Limited
Registered person unique reference number	RP906909
Telephone number	01444 811 202
Date of previous inspection	4 September 2018

Information about this early years setting

Buttercup Barn registered in 2006. The nursery opens from 7.30am to 6pm on Monday to Friday, for 51 weeks of the year. It receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 12 staff, six of whom have appropriate qualifications.

Information about this inspection

Inspector
Pippa Clark

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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