

Inspection of Silverdale Nursery

Perth Road, ST. LEONARDS-ON-SEA, East Sussex TN37 7EA

Inspection date: 26 May 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 happy to arrive and they settle quickly, showing joy as they see their key person. They enter the welcoming setting with ease and are eager to engage in the play opportunities provided by staff. Children respond to a well-thought-out curriculum, where staff promote the skills for children to achieve the next stage in their learning and encourage them to revisit skills previously learned. Children demonstrate good cutting skills as they cut out a picture of a duck they have drawn. They work together to create a picture of five little ducks in the pond. Staff extend children's learning across other areas of development, such as counting, singing and promoting sharing during this activity.

Children's experiences are widened through weekly sessions to a forest school and tending to their vegetable garden. Children talk with excitement about the pumpkins they are currently growing. Some children have become very interested in this opportunity and particularly like cherries. They have saved the seeds from home, which are currently drying out ready to plant in their vegetable garden the following week. Children show high levels of independence and good hygiene practices during their day. For example, they wash their own hands, wipe their nose, place the used tissue in the bin and find their name to self-register on arrival. During snack time, children independently cut their own fruit, pour their own drink of milk and place their washing up in a bowl when they have finished.

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

- Children make independent choices and access their environment freely. For example, children excitedly draw with chalk on the floor, creating circles to play their own version of hopscotch. Staff support this by modelling how to write numbers in the circles so that children can jump to the corresponding number they call out. Staff are good role models for children, being sensitive to their care needs. For example, they discuss sun safety with children and encourage them to help put on their own sun cream and choose a sun hat to wear before entering the garden area. However, staff are not always aware of whether children are showing good levels of engagement. For example, during a group activity, a child who was not engaging age-appropriately went unnoticed for some time. Staff could have supported the child better to help them engage in the environment when they left the activity, following their interests to improve engagement.
- Leaders and managers support staff well, including through regular staff meetings and one-to-one supervisions. They identify staff's training needs well during these meetings. Staff access training regularly. For example, staff training has included attachment in young children, speech and language, and child development. This enables staff to have the knowledge to ensure children

progress well in their learning and development. Leaders' and managers' knowledge is strong and they tune in well to staff's well-being. Leaders failed to notify Ofsted of a change of manager, which is a breach of requirements. However, there is no impact on children's safety because the manager has been working at one of their other settings, suitability checks have been completed by the provider, and the manager demonstrates a secure knowledge of their role and responsibilities.

- Staff have good knowledge of children's home circumstances and support children and their parents well. Children make good progress. Staff use additional funds well to support children. For example, staff are swift to act when they recognise that a child is becoming overwhelmed. They provide them with access to a sensory room, which was created using additional funds. This results in the child being able to re-engage in the environment.
- Parents report that they love the space that the nursery provides and the wider opportunities. For example, children wrote letters to the new King and walked to post these. Parents are pleased with the strong level of communication they receive on a regular basis. They feel that if they have a worry or concern, they are listened to and staff are very prompt to react. Key persons collect children from the door. Parents and children have built a trusting relationship with them. This is shown by how children respond to seeing their key person and how eager they are to enter the nursery with them. Parents are aware of where their children's learning is at and home learning packs are provided to help children continue their progression in all seven areas of learning at home as well.

Safeguarding

The arrangements for safeguarding are effective.

All staff demonstrate a clear understanding of the procedures they would follow should they become concerned that a child is at risk of harm. They have good knowledge of the signs and symptoms to look for in young children, including those of extremist views and beliefs. All staff have relevant training in place. Managers regularly discuss any concerns with staff to ensure all children are kept safe. There is a clear hierarchy of who staff should contact should a concern arise. Managers and staff are aware of who to contact should they be unavailable or should an allegation involve a member of staff.

What does the setting need to do to improve?

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

- strengthen staff awareness of children who require additional support and adapt activities consistently to promote higher levels of engagement.

Setting details

Unique reference number	EY490148
Local authority	East Sussex
Inspection number	10279843
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	32
Number of children on roll	61
Name of registered person	Fellowship of St. Nicholas(The)
Registered person unique reference number	RP520763
Telephone number	01424 423683
Date of previous inspection	13 September 2017

Information about this early years setting

Silverdale Nursery registered in 2015 and is one of three settings run by the same organisation. The nursery operates from within the grounds of Silverdale Primary School, in St Leonards on Sea. It is open from 9am to 3pm, during term time only. The nursery employs eight staff, four of whom hold appropriate early years qualifications at level 3. The nursery offers free early education for children aged two, three and four years.

Information about this inspection

Inspector

James Sutton

Inspection activities

- This was the first routine inspection the provider 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 provider.
- 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 communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The 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.

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