

Inspection of Clive Vale Nursery School

St Clement Hall, Priory Road, Hastings, East Sussex TN34 3JE

Inspection date:

25 July 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and well-being are not assured due to weaknesses in the knowledge and practice of those responsible for taking the lead in safeguarding. In addition, there are some inconsistencies in relation to the quality of education children receive.

The staff currently working with the children are not sufficiently familiar with their individual needs. As a result, activities are not consistently tailored to support children's learning. However, children engage well in the variety of resources on offer. For example, they confidently explore the large indoor and outdoor spaces on bicycles and other ride-on toys. Older children enjoy playing cooperatively with their friends. They roar like dinosaurs and engage in imaginative role play. Children learn that their ideas and opinions matter as they make independent choices during mealtimes.

Overall, children behave well. However, the arrangements in place to share information and to provide a consistent approach for individual children are ineffective. This impacts on the emotion well-being of some children, and they become upset and frustrated.

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

- Changes to the staff team have had an impact on the overall quality of the provision. Poor communication has led to weaknesses in safeguarding arrangements. In addition, staff have not received support needed to fulfil their role. Some staff feel overwhelmed, and this impacts on the way they manage children's behaviour. Interactions between some staff and children do not promote children's emotional well-being well.
- Managers are experienced and have a positive attitude towards improving the provision for children. However, they are often hindered from carrying out their leadership roles, as they cover staff absence and work directly in the rooms. This has impacted on the arrangements to provide support and guidance for staff. Although supervision meetings have continued, these have not been effective in sharing important information.
- There is a key-person system in place. However, at times, when a child's key person is not present, those covering do not have enough information to fully understand their learning and development needs. Staff are competent practitioners and deliver activities that, overall, children enjoy. However, because they do not know children well enough, the activities are not planned and implemented to precisely promote children's learning. This does not support children to make the progress they are capable of.
- There are clear arrangements in place to support children with special

educational needs and/or disabilities. Staff work closely with other professionals, such as specialist teachers. They review and devise individual targeted plans to support children to make the best possible progress. However, the poor information sharing results in inconsistencies in the implementation of agreed plans.

- Children benefit from varying activities that promote their physical skills. Managers have used funding to buy resources to provide older children with opportunities to climb and develop their spatial awareness. Children also enjoy the opportunities they receive to practise their mark-making skills. For example, children attempt writing the letters in their name on large-scale paper. This helps children to develop some of the skills they need for future learning.
- Mealtimes are a positive experience, where children are supported to develop their independence skills. They count out pieces of fruit onto their plate and carefully spread butter onto their cracker or bread. Staff praise children's efforts, which motivates children to try new experiences and to persevere with more challenging tasks. This helps children to develop confidence.
- Partnerships with parents are positive. Parents share that their children enjoy attending the nursery. Children benefit from observing the positive interactions between staff and their parents.

Safeguarding

The arrangements for safeguarding are not effective.

Those who take the lead for safeguarding do not have a clear understanding of their responsibility to report allegations against staff. In addition, safeguarding information, particularly in relation to vulnerable children, has not been updated or shared effectively among staff. This does not ensure the safety of all children. However, staff have a good knowledge of signs of abuse and the processes to follow, including if they had a concern about a child or the behaviour of a colleague. Staff undertake regular risk assessments and talk to children about the potential consequences that their choices may have on their safety.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that safeguarding policies and procedures are up to date, including the procedures in responding to an allegation against a member of staff, and that these are understood and implemented by all staff	21/08/2023

devise procedures to ensure that all information required to promote children's safety, well-being and learning is communicated effectively between staff and other relevant professionals	21/08/2023
implement arrangements to monitor staff practice, to accurately identify and provide any support needed to enable them to fulfil their roles effectively	21/08/2023
ensure that the methods used to manage children's behaviour are positive and that children are handled in an appropriate way.	21/08/2023

Setting details

Unique reference number	EY498818
Local authority	East Sussex
Inspection number	10303143
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	30
Number of children on roll	50
Name of registered person	Clive Vale Nursery School Limited
Registered person unique reference number	RP900933
Telephone number	01424 429277
Date of previous inspection	26 April 2018

Information about this early years setting

Clive Vale Nursery School registered in 2016. It operates from St Clement Hall, in Hastings, East Sussex. The nursery is open from 8am to 5pm, each weekday, for 50 weeks a year. There are seven members of staff. Of these, one holds a relevant qualification at level 6, one a relevant level 5 qualification, and three staff hold relevant childcare qualifications. The nursery receives funding for the provision of early education for three- and four-year-old children.

Information about this inspection

Inspector

Kate Williams

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023