

Inspection of The Haven Nursery School

The Haven C of E Methodist Primary School, Atlantic Drive, EASTBOURNE, East
Sussex BN23 5SW

Inspection date: 5 March 2024

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 beginning to understand about the world they live in. Staff plan exciting activities that help children to learn about their community. For example, they enjoy riding on the land train to the local town. Additionally, children celebrate a range of festivals such as Chinese New Year, which teaches them about other countries and cultures.

Children are happy, confident and show good levels of independence. This is seen when children, including those with special educational needs and/or disabilities (SEND), successfully manage their own personal needs. This prepares them well for starting school. Staff warmly welcome children when they arrive, which includes saying 'hello' in their home languages. Children develop strong bonds with their key person and show that they feel safe and secure at the nursery.

Children are respectful to their friends and adults. They enjoy each other's company and play well together. This is seen as they laugh and chat when waiting for their friends to put on their coats to go outside. Children demonstrate their good social skills, such as when they successfully share resources and take turns.

Children, including those who speak English as an additional language, develop their communication skills well. Staff use a range of strategies, such as signing and picture cards, to help children understand and communicate their needs. This supports children's emotional well-being.

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

- Overall, parent partnerships are positive. Parents are enthusiastic about the care their children receive and comment on the good progress their children have made. However, on occasion, the day-to-day communication between staff and parents is not fully effective. For example, sometimes, parents find it difficult to arrange meetings with staff, resulting in delays to sharing information. Additionally, at times, staff do not consistently share learning ideas with parents and carers to enable them to support learning at home.
- Children enjoy many opportunities to build on their early writing skills. This is seen as children thoroughly enjoy making marks on the floor outside with rainwater. Additionally, staff across the nursery nurture a love of books and reading. They read stories in an engaging manner and use props to support children to understand new words, such as 'snake'. This helps children to develop their early literacy skills.
- Staff plan flexible activities to develop children's learning. They successfully adapt teaching and activities to follow the changing interests of children.. For example, staff provide sensory experiences for the babies following them

showing an interest in hunting for bugs in the garden. Babies hunt for toy bugs in jelly and staff encourage their vocabulary introducing words such as 'squidgy' and 'wobbly'.

- Staff use daily transition times well to extend children's learning. For example, children enjoy counting to 30, while waiting to wash their hands for lunch. This improves their counting skills.
- Staff give children consistent messages about behaviour expectations. They support children of all ages to follow the nursery rules, such as using kind hands. This helps children to manage their own behaviour well.
- Staff teach children about emotions, which helps them to understand how they are feeling. For example, during small-group activities, staff invite children to share how they are feeling with their friends. They encourage children to think about how they might help people who are sad to feel better.
- Children learn about how to keep themselves healthy. They enjoy daily opportunities to play outside where they learn about nature and promote their physical skills. Additionally, staff teach children about the importance of good oral health. For instance, they support children to clean their teeth after lunch.
- The leadership team is aware of the potential impact that the pandemic has had on children's learning and development. They have focused staff development on helping children to make progress in these areas. For example, staff have attended communication training to support children to improve their speech and language skills.
- Leaders and staff use assessment well to monitor children's progress and identify any emerging concerns. They swiftly refer to outside agencies to help children, including those with SEND, to get the help they need to make continued progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen communication with parents to promote effective two-way sharing of information and to support parents to continue their child's learning at home.

Setting details

Unique reference number	EY433501
Local authority	East Sussex
Inspection number	10307891
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	37
Number of children on roll	62
Name of registered person	Farkhad, Maria Gorete Nunes
Registered person unique reference number	RP511848
Telephone number	01323 471 840
Date of previous inspection	12 March 2018

Information about this early years setting

The Haven Nursery School registered in 2011 and is located on the site of The Haven Church of England Methodist Primary School in Eastbourne, East Sussex. The nursery opens Monday to Friday, from 8am to 5pm for 48 weeks of the year. There are seven staff employed to work with the children. Of these, six hold relevant qualifications, including the manager who holds a BA Degree in Early Years and early years professional status. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years and early years pupil premium funding.

Information about this inspection

Inspector

Michaela Borland

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, supervisor and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to several parents during the inspection and took account of their views.
- Staff spoke to the inspector during the inspection.
- The manager provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint observation of an activity with the deputy manager, who evaluated the practice observed and the impact on children's learning.

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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