

Inspection of Wadhurst CE Primary School Nursery

Wadhurst C Of E Primary School, Sparrows Green, Wadhurst TN5 6SR

Inspection date: 19 April 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The one-year-old children are happy and settled, having formed strong and trusting bonds with the warm, dedicated staff. They receive care that is precisely targeted to reflect their ages and stages of development. These youngest children also gain great benefit from being included well in the day-to-day life of the school nursery.

The staffing arrangements in the room are consistent. This, along with good communication with parents, means that children's individual personalities and care needs are fully understood. Children readily approach staff for a reassuring cuddle and are also confident to explore their environment and choose the toys they want to play with. Staff plan activities and experiences that children thoroughly enjoy and that offer the challenge they need to progress well. For example, staff carefully sequence the support for children to develop their physical skills and regularly sit with them to look at books. In addition, children enjoy using the large crayons provided to make bold marks on paper placed on the floor. This ignites their interest in creativity and helps them to develop the hand control they need in preparation for learning to write.

Children develop impressive social skills and behaviour for their age. With the support of staff, they learn to play very cooperatively with others. They play harmoniously together in their group room, and they thoroughly enjoy mixing with older children in the garden.

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

- Leaders and managers have good oversight of the entire nursery provision in the school. They fully recognise and value the importance of providing a strong foundation for the one-year-old children. Leaders are committed to supporting the two staff assigned to this room to continually develop their skills and knowledge. For example, both staff are training to obtain higher qualifications. In addition, they have regular one-to-one supervision meetings and ongoing mentorship. The staff work extremely well together. This creates a harmonious and positive atmosphere that effectively promotes children's emotional well-being.
- Staff use their comprehensive knowledge of each child to identify appropriate next steps for their learning and development. They skilfully support individual children to work towards achieving their goals as they take part in interesting and varied experiences throughout the day. Staff are intentionally flexible in their timetabling of activities to be able to follow children's interests.
- Staff place a strong focus on promoting children's communication. They use simple, clear language to describe what they are doing and ensure that children hear a lot of spoken words. Staff successfully help children to find their voice.

They teach them new vocabulary and offer a lot of encouragement for them to share their views. There is slightly less focus placed on supporting children to develop back-and-forth conversational skills. However, overall, children progress well in this area of development.

- Children's physical skills are promoted well. Staff make good use of a variety of low-level resources to help children who are learning to walk. As children develop their strength and coordination, they benefit from exploring climbing equipment and slides that offer greater challenge.
- There are good arrangements to monitor children's progress. Staff share information with colleagues working with the older children, including contributing to the required progress check for two-year-olds. This helps to identify any emerging gaps in children's learning and development at the earliest opportunity. Staff work closely with the nursery's special educational needs coordinator to seek any additional support that may benefit individual children. The effective teamworking also supports children's transitions as they move on through the nursery.
- Staff promote children's good health and meet their individual care needs well. They ensure that the environment is clean and comfortable. Mealtimes are organised well and provide sociable experiences that support children to become independent. Staff are calm and patient, providing good role models for children to learn how to behave.
- Partnerships with parents are strong. There are effective arrangements to share information, helping to provide consistency between children's experiences at home and in the nursery. Parents feedback very positively about the care their children receive and value their positive relationships with staff.

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:

- extend further the support for children to develop the skills of conversation as part of their early language development.

Setting details

Unique reference number	2763717
Local authority	East Sussex
Inspection number	10313777
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 2
Total number of places	6
Number of children on roll	6
Name of registered person	Wadhurst CE Primary School
Registered person unique reference number	2692392
Telephone number	01892 783155
Date of previous inspection	Not applicable

Information about this early years setting

Wadhurst CE Primary School and Nursery registered in September 2022. There are two staff working directly with the one-year-old children, both of whom hold qualifications at level 2, and they are supported by a colleague with a level 5 qualification. The nursery is open from 7.30am until 6pm during school term times, and it operates at a slightly reduced capacity during holiday times.

Information about this inspection

Inspector

Liz Caluori

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 explored all aspects of the provision for one-year-olds in the school nursery and explored the aims for children's learning and development with staff.
- The inspector observed the interaction of staff and children during a range of activities, indoors and outside, and considered the impact this had on children's learning.
- The views of staff and parents spoken to during the inspection were taken into account.

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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