

# Inspection of St Andrew's Prep Nursery

St Andrew's Prep, Meads Street, Eastbourne BN20 7RP

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Inspection date: 10 January 2023

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle quickly at this nursery. They are met with warmth and a smile by an attentive and nurturing staff team. Children enter a stimulating environment where staff challenge them through a broad variety of activities. For example, babies are encouraged to climb and play peekaboo with adults. They squeal with joy and listen intently to new words such as 'splash' and 'clap' that staff use in conversation with them. Older children are encouraged to think of ways to build a high tower. They play collaboratively with their peers and persevere when the tower tumbles over. Children show a can-do attitude as they shout, 'Let's do that again!'

Children develop positive relationships with staff and are encouraged to be confident about themselves. Children beam with joy as staff cuddle them during a story. They are praised for trying to do things independently, such as washing their own hands and putting away their belongings. This helps to raise their self-esteem and confidence.

Children demonstrate that they feel happy and safe. They talk to the inspector and invite her to play with the toys. They are confident and content in the company of adults. Children are kind and respectful to each other and to adults. They share with each other and wait their turn, using sand timers to help them.

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

- A key strength of the nursery is the use of well-planned arrangements that help to assist children who are moving between rooms. This fully supports them when they start their next stage of learning. For example, all children have a very detailed transition programme which helps to ensure a consistent and smooth progression in their learning. As a result, children are emotionally ready and are seamlessly integrated on to the next stage.
- Overall, parents are very impressed with the quality of care and education that the nursery provides for their children. They comment that their children cannot wait to arrive at the nursery, and they feel their children are very well equipped to start school. Parents write about the wealth of the learning experiences and the detailed feedback given about what children are currently learning. However, this is not consistent throughout the nursery, and some parents have highlighted that communication could be improved and ideas from the nursery staff for supporting learning at home would be appreciated.
- There is strong leadership and management in the nursery. Areas for improvement have been accurately identified and managers have targeted the necessary support across the staff team. As a result, staff plan educational activities based upon children's existing knowledge. Managers have plans in place to address the minor inconsistencies that have occurred in communication

with parents.

- The skilled staff team uses effective methods to support children's emerging language and literacy skills. Staff make use of a wide range of books and use singing and rhyming activities to build children's language skills. Staff provide a narrative to children during activities. They repeat children's sentences to them in order to consolidate their language. Consequently, children develop confidence in speaking.
- Children learn about healthy practices. They have opportunities to play outside in the fresh air, in all weathers. For instance, they attend a nearby forest school in the woods and enjoy tennis lessons, which effectively supports their physical development. Children eat a broad range of home-cooked, nutritional meals. They sit with the staff and their peers, talking and enjoying the tasty food. However, there are times when staff do not make use of meal and snack time to discuss the impact that food has on our bodies. As a result, children do not always fully appreciate the benefits of healthy eating.
- Children who need additional support benefit from high-quality, one-to-one teaching. Targeted interventions provided by the special educational needs coordinator and the talented staff team ensure that all children make progress from their starting points. Regular assessments allow staff to monitor and provide effective educational challenges for those children who are progressing beyond initial expectations.
- Managers have fully considered the impact that the recent COVID-19 pandemic has had on some children's social, independent and communication skills. Children have received enhanced support in these areas, which has allowed them to make steady progress. Children are learning to regulate their emotions, do things for themselves and speak with confidence.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and leaders create a strong safeguarding culture. Staff regularly update their knowledge of procedures and actions which are necessary should they have concerns about a child's welfare, including any concerns about children who might be at risk from extreme views and behaviours. Staff have received training on what to do if an allegation is made against them and know how to respond if they have concerns about a colleague. Rigorous and robust procedures are in place to ensure the suitability of the adults working with the children.

## What does the setting need to do to improve?

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

- enhance partnerships with parents so that information is regularly shared about their children's next steps and how they can continue learning at home

- build on learning opportunities as they arise to extend children's understanding of making healthy choices.

## Setting details

<b>Unique reference number</b>	2598928
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10251509
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Eastbourne College (Incorporated)
<b>Registered person unique reference number</b>	2598929
<b>Telephone number</b>	01323 744 830
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

St Andrew's Prep Nursery is situated at St Andrew's Prep School, an independent school in Eastbourne, East Sussex. There are 23 members of staff, of whom 22 have appropriate early years qualifications, including qualified teacher status. The nursery is open all year round from 8am to 6pm. It provides full day care and sessional day care. The nursery accepts early years entitlement funding for children aged three and four years.

## Information about this inspection

### Inspector

Tina Lambert

## Inspection activities

- This was the first routine inspection the setting 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 deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The deputy manager and the inspector completed a joint observation of an activity and evaluated the observation together.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector took account of the written and spoken views of the parents on the day of the inspection.
- The deputy manager provided the inspector with relevant documentation, including the staff suitability when working with the children, registers and recent two-year checks.

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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