

The Haven Nursery School

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



Inspection date

12 March 2018

Previous inspection date

28 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Good	2
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is good

- Staff use meticulous assessment systems to identify children's developmental needs and monitor children's progress with precision. Parents receive focused information on children's progress and facilitate the continuation of learning at home to a very high degree.
- Staff work in close partnership with other professionals, including health visitors, to fully support children's development.
- All children, including those who have special educational needs (SEN) or who speak English as an additional language, progress very well from their starting points. Where additional funding is supplied to support children's learning, it is used with excellent effect to provide resources to meet children's personal needs in a way that suits them.
- Staff teach children how to manage their own health. For example, children learn about the effects of physical activity and fetch their drinks after exercising. Staff provide enjoyable and interactive activities where children learn about fruit and vegetables. For example, they learn about avocados in a variety of ways and see how they grow.
- Staff are supported well to develop their qualifications and skills. Professional development is used very well to improve teaching standards. For example, a recent course has led to staff using exemplary techniques to develop children's language.

It is not yet outstanding because:

- The manager has not implemented robust systems to enable staff to precisely follow parents' preferences with regard to children's care routines and welfare needs.

What the setting needs to do to improve further

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

- work more closely with parents to follow their individual preferences more carefully with regard to children's care routines and welfare needs.

Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff's practice with the manager.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager successfully works with her staff to ensure they fully understand how to safeguard children. Staff's strong knowledge of individual policies and of the signs that may indicate a child's welfare is at risk reflects this. The manager actively reflects on practice using the views of parents and staff. She manages staff's performance well using a range of strategies to assess and improve the effectiveness of their teaching skills. This results in excellent teaching. For example, staff have realised that changing the way they use their voices can make teaching more effective. The manager understands well how all children progress. She carefully checks assessment information to ensure every child has the opportunity to meet their full potential.

Quality of teaching, learning and assessment is outstanding

Staff differentiate activities methodically to allow each child to learn in their own unique style. For example, a painting activity is tackled in many ways by children, who all achieve worthy outcomes. Some children discover what happens when they mix paint, some children focus intently on how they can make different shapes in their art and some investigate different tools to apply paint. Staff attentively ensure each child learns, and use extremely effective questions to help develop their thoughts. Staff use excellent teaching techniques to ensure all children have equal opportunities to succeed. This includes using visual cues to support those children who do not respond well to spoken language. Staff ensure that activities and resources strongly reflect diversity. For instance, they have created stimulus where children can compare their own experiences to those of children in other countries.

Personal development, behaviour and welfare are good

Staff form strong relationships with children and help them to feel safe and secure in the setting. They follow effective strategies to help children move on to different settings, such as school, with ease. For example, they work closely with the local school to establish consistent routines. Children have been seen to move settings with confidence. Staff promote positive behaviour well and work with children to promote sharing and turn taking with activities, including playground games where children take on roles. Staff teach children well to understand and to manage their feelings. Children behave well.

Outcomes for children are outstanding

Children show high levels of focus in the activities that they choose and lead confidently. They develop skills for their future learning in an enjoyable way and show that they want to learn more. For example, most-able children practise writing by copying words and, with adult encouragement, they read simple words. Other children make patterns on the playground floor using brooms and soapy water. They too are developing early writing skills. Children use numbers frequently in play, whether it be through counting their star jumps or matching numerals to groups of objects. Younger children play games which help them to name objects and develop their speech and vocabulary.

Setting details

Unique reference number	EY433501
Local authority	East Sussex
Inspection number	1132403
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	37
Number of children on roll	64
Name of registered person	Maria Gorete Nunes Farkhad
Registered person unique reference number	RP511848
Date of previous inspection	28 June 2013
Telephone number	01323 471 840

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 6pm for 48 weeks of the year. There are nine staff employed to work with the children. Of these, seven hold relevant qualifications, including the manager who holds a BA Degree in Early Years and early years professional status. The nursery offers after-school provision for children who attend the adjoined school. 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.

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