

Inspection of Robsack Wood Nursery, Part Of Robsack Wood Primary Academy

Robsack Wood Primary Academy, Whatlington Way, St. Leonards-On-Sea TN38
9TE

Inspection date: 5 October 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children make exceptional progress in their learning and development. Teaching is of the highest quality. From the youngest age, babies develop a thirst for learning and exploration. Staff provide a nurturing, engaging and highly stimulating range of activities. Children of all ages thrive in the nursery. They benefit from extremely warm, close relationships with the caring, professional and highly trained staff. The nursery offers a homely, safe, welcoming and fully inclusive environment where every child and family are valued. Children demonstrate how happy, settled and secure they feel within the nursery. They arrive with an abundance of excitement, enthusiasm and eagerness to start their day.

Children's behaviour is exemplary. They show real kindness, care and respect for others. Staff teach children exceptionally well. They consistently remind them to look after one another and to value and respect differences between each other. Children recognise that they all have their own unique qualities. They actively celebrate these, showing exceptional levels of confidence and positive self-esteem.

Leaders have devised an inspiring, innovative and creative curriculum that takes account of every child's learning needs. Activities are meticulously planned to ensure that every child is challenged appropriately. Staff structure the curriculum carefully. They take full account of what children already know and can do, what they are interested in and what they need to learn next.

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

- Leaders are highly invested in children's learning and development. The nursery is an integral part of the school's 'Early Years Village'. Children have an exceptional start to their learning journey and are extremely well prepared for starting school. Staff benefit from extensive professional training opportunities and frequently update their knowledge and skills.
- Staff encourage and foster a real love of learning in children. Babies develop an inquiring mind as they actively explore their cosy environment. They are supported to communicate from a young age as staff gently sing songs when rocking them to sleep. Older children extend their love of books by exploring different texts and recreating stories within the nursery routine. For example, when children go to feed the school's chickens, they recall the story of 'Rosie's Walk' and compare the different experiences.
- Staff build on children's interests and use practical activities to develop children's language, mathematical thinking and scientific knowledge. For example, staff teach children how to make 'mud castles'. They explain how the quantities of mud and water need to be different to when mixing sand and water for sandcastles. Children are enthralled by this and experiment with a range of

textures to create 'mud cakes' for their friends.

- The curriculum is carefully planned to equip children with the skills they need for starting school. Children have high levels of confidence and show deep engagement in their learning. They have sustained interest and exceptionally well-developed language skills. Children listen attentively and engage excitedly in group discussions. Staff use outstanding teaching methods to capture children's interests and check what children have remembered after group discussions. For example, children excitedly play a game to recognise the different spiders they have talked about after singing 'Incy Wincy Spider.'
- Leaders precisely monitor the impact and effectiveness of the curriculum. They make sure it consistently meets every child's needs, including those who require extra support. Any gaps in a child's development close quickly. All children make rapid progress in their learning from their individual starting points. Leaders use funding exceedingly well to train staff in specialist areas and to seek additional help at the earliest stage.
- Children's emotional needs are met exceptionally well. Babies form warm, close attachments to the familiar staff who care for them. They reach out and stroke the staff member's face when being settled to sleep, showing how safe and secure they feel. Older children approach staff happily and confidently for cuddles and reassurance when needed. Staff immediately comfort children and settle them quickly.
- Parents are exceptionally happy with the level of provision. They are overwhelmingly positive about the staff and commend them for the care and support they show their children. Parents describe the staff as 'amazing' and 'fantastic' and note the rapid progress their children make in their learning. One parent summarised the view of many others by saying, 'The nursery is nothing short of excellent.'

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is given the highest priority. Leaders and staff are vigilant in their approach towards safeguarding children. All staff are appropriately trained and know exactly what to do if they have concerns about a child, or family's, welfare. The school's stringent safeguarding arrangements are implemented rigorously. Leaders closely follow up any concerns and liaise closely with other agencies when needed. The school site is exceptionally secure and well maintained. Recruitment measures are robust. Extensive checks are completed on staff to make sure they are continually suitable to work with children.

Setting details

Unique reference number	EY494212
Local authority	East Sussex
Inspection number	10288977
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	56
Number of children on roll	87
Name of registered person	University of Brighton Academies Trust
Registered person unique reference number	RP534946
Telephone number	01424 853521
Date of previous inspection	8 November 2017

Information about this early years setting

Robsack Wood Nursery registered in 2015. It is part of Robsack Wood Primary Academy and is located in St Leonards-on-Sea, East Sussex. The nursery is open Monday to Friday, from 7.45am to 6pm, all year round. The nursery is in receipt of funding to provide early education for children aged two, three and four years. A team of 14 staff work with the children, four of whom hold qualified teacher status.

Information about this inspection

Inspector
Jo Caswell

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.
- Senior leaders joined the inspector on a learning walk and talked about the nursery's curriculum and what they want children to learn.
- Children spoke to the inspector about what they enjoy doing at nursery.
- The inspector spoke to a small number of parents who were attending a stay and play session. Written feedback from other parents was also viewed and taken into consideration.
- Staff talked to the inspector at convenient times during the inspection and spoke about how they plan for children's learning and what they do to keep children safe.
- The inspector completed a joint observation with senior leaders and evaluated the quality of teaching 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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