

# Inspection of Saffron Walden Nursery School

Saffron Walden Nursery School, Shire Hill Industrial Estate, Saffron Walden, Essex  
CB11 3AQ

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Inspection date: 24 April 2024

<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	Requires improvement

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

### **The provision is good**

Inclusion is at the heart of everything that is done in this nursery. Staff place high importance on identifying and planning for children's individual needs, including children with special educational needs and/or disabilities. Children are happy and secure in this welcoming and friendly nursery. They enjoy the interesting and varied activities that are provided for them, both indoors and in the well-resourced garden. Staff support children's natural instincts to discover and explore. For example, children enthusiastically investigate a block of ice and are encouraged to 'rescue the animals' that are frozen inside. Staff chat with the children about what they are doing. Children behave well.

Staff follow the established routines of babies for feeding and sleeping, promoting continuity of care. Babies develop a strong sense of belonging and this continues throughout the nursery. Staff provide a warm and welcoming learning environment in which children are secure and confident to express themselves. They show genuine care and concern for the children. Children develop secure emotional attachments to their key person and other staff. Staff are caring and nurturing. They cuddle the babies as they snuggle-in for their bottles. Babies who like to be held and rocked to sleep can do so. Older children readily go to staff for a chat and a cuddle.

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

- The provider and staff demonstrate a strong commitment to continuous improvement and working towards excellence in all areas. Staff are enthusiastic and motivated. They work very well as a team to meet children's individual care and learning needs.
- Staff benefit from an effective programme of supervision that manages their performance and supports their professional development. Staff wellbeing is given high priority. The provider is committed to promoting a positive culture of mutual support.
- Children benefit from a sequenced curriculum that supports their progress. Staff know the children well and support them effectively as they play and learn. However, staff sometimes overlook opportunities to further promote children's developing thinking and problem-solving skills. They do not always give children time to think and express their own responses before suggesting answers and moving on.
- Staff have high expectations of children's behaviour. They help children understand the value of making 'good choices' and this is reflected in children's positive behaviour. Children develop a positive sense of themselves. Older children enjoy whole-group times and are learning to sit, listen and concentrate.
- Staff's interaction with children is not as consistently high at times of transition

between activities as it is at other times during the session. Children lose interest as they are waiting for the next stage in the day, such as moving on to lunch.

- Staff implement an effective key-person system. Each child has a named person to take responsibility for their daily well-being, and plan for their learning and development. The key persons build friendly and trusting relationships with children and parents.
- The member of staff responsible for coordinating the care and learning for children with special educational needs and/or disabilities is knowledgeable and passionate about her role, helping to ensure that they make the best possible progress.
- Children are not given notice of when activities need to change. This does not give them opportunity to complete self-chosen activities to their satisfaction. Despite this, children do have a positive attitude to learning and develop the key skills needed for future learning. They are independent and motivated learners who readily lead their own play. Staff are led by children's interests.
- Children are becoming confident communicators. Staff chat with children as they play and keep up a running commentary about what children are doing. Staff introduce new vocabulary and repeat back unfamiliar words. Children enjoy snuggling in with adults to listen to stories.
- Staff establish strong partnerships with parents. Written testimonials from parents demonstrate that they hold staff in high regard, describing them as 'supportive' and 'amazing'. Parents appreciate the support given to them with child-rearing practices, such as potty training and managing children's unwanted behaviour. They are kept fully informed about their children's day and 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:**

- help staff to focus more closely on consistently supporting children's developing thinking and problem-solving skills
- review and revise the organisation of the transition between routine activities, to ensure that children continue to enjoy a high standard of play, teaching and learning
- support children in completing their self-chosen tasks, giving them timely reminders of when the routines need to change.

## Setting details

<b>Unique reference number</b>	650123
<b>Local authority</b>	Essex
<b>Inspection number</b>	10339612
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	49
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Saffron Walden Nursery School Committee
<b>Registered person unique reference number</b>	RP901952
<b>Telephone number</b>	01799522108
<b>Date of previous inspection</b>	16 May 2023

## Information about this early years setting

Saffron Walden Nursery School registered in 1993. The nursery employs 17 members of childcare staff, 12 of whom hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday during school term times. Sessions are from 8am to 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jacqui Mason

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The co-manager and the inspector completed a tour of the nursery to help the inspector understand how the early years provision and the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the co-manager.
- The inspector held a meeting with the provider and co-manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- Children spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Parents shared their views of the setting with the inspector through written testimonials.

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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