Battle Abbey Nursery Baby Room

Unique reference number (URN): EY559865

Address: Battle Abbey Preparatory School, The Gate, 40 Hastings Road, Bexhill-On-Sea, Sussex, TN40 2NH

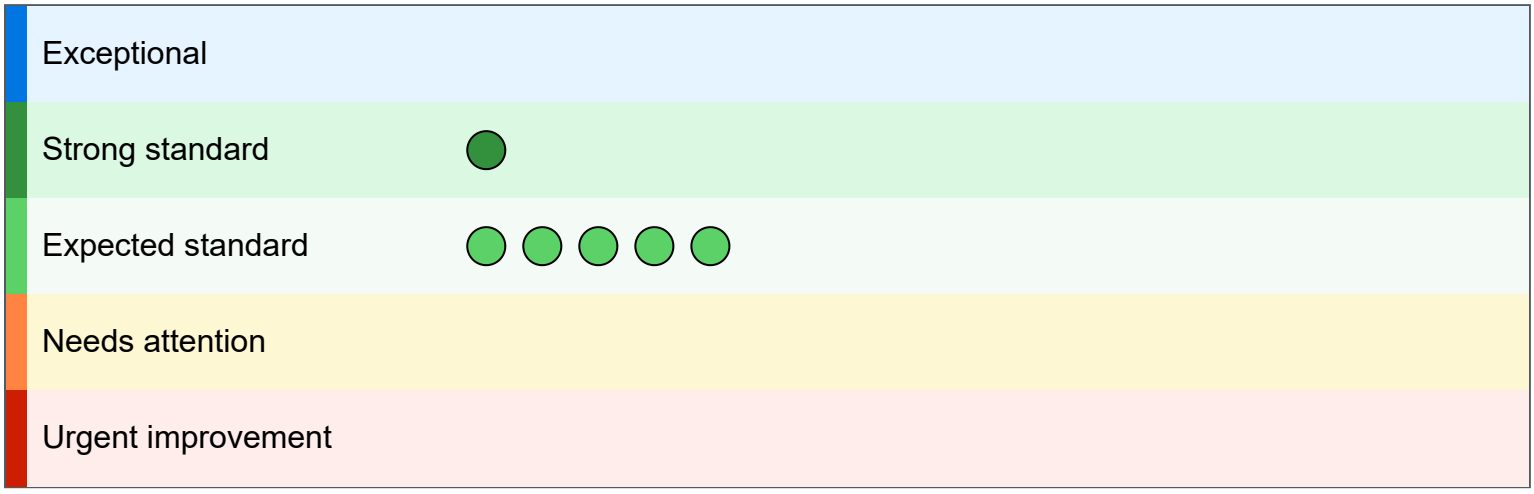
Type: Childcare on non-domestic premises

Registered with Ofsted: 04/09/2018

Registers: EYR

Registered person: B A S (School) Limited

Inspection report: 5 August 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Behaviour, attitudes and establishing routines **Strong standard**

All staff are highly positive role models and support children to behave incredibly well. Even the youngest children know what is expected of them and show care and empathy to each other. This is demonstrated when children become briefly unsettled, as other children are kind in their gestures to offer reassurance and comfort. Children know the routines and follow instructions with high levels of maturity.

Staff are very skilful in identifying how to support children with special educational needs and/or disabilities. They redirect children to an activity that they know will regain their focus and support their physical control and development. All staff know babies well and ensure they are very settled and happy. Staff are highly skilful in swiftly identifying when babies require a feed or sleep. The youngest babies learn to gesture to communicate with staff about their care needs.

Leaders and staff are highly effective in ensuring they consider children's needs, ages and abilities. They provide highly effective routines and learning environments for children to thrive in. The harmonious and respectful environment and practices help children manage their own feelings and behaviours. This includes staff building warm relationships with children so that they feel confident to express themselves. Leaders closely monitor children's attendance and help parents and carers understand the importance of regular patterns of attendance.

Expected standard

Achievement

Expected standard

Children make progress in relation to their starting points across all areas of learning. This includes children with special educational needs and/or disabilities. Children develop skills to prepare them for their next stage of learning. For instance, children follow routines and fully understand what is expected of them. Babies gesture to the sleep space when they are tired and require a sleep.

Even the youngest children develop emotional intelligence. For example, they understand that other children manage their emotions differently and sometimes require additional support, such as needing more individual care at mealtimes. All children have a keen interest in books and singing, enjoy a wide range of books and stories and have opportunities to listen to songs.

Children's welfare and wellbeing

Expected standard

All children are happy, settled and confident, including those with special educational needs and/or disabilities. Staff successfully create a safe, hygienic and welcoming learning environment for all children. They ensure all practice is safe, including during mealtimes.

Staff use an effective key-person system that supports all children to feel safe and secure. Children engage in activities and learning experiences to develop their physical skills and to help them learn about managing risk. For example, they confidently use safe and age-appropriate equipment. Children explore different ways to move, such as climbing up slopes, walking and balancing. They learn about the importance of following health and hygiene practices and follow these routines with independence, such as handwashing. Staff teach children about the importance and benefits of healthy eating, such as talking about healthy foods at mealtimes.

Staff support children to manage routines and their emotions and feelings. Children show understanding of how others feel. They show concern when they see that their friends are a little sad and know how to comfort them. Children play happily together and enjoy the company of staff, seeking them out for reassurance and giggling excitedly as they play hiding games, for instance.

Curriculum and teaching

Expected standard

Leaders and staff work hard to successfully implement an engaging and challenging curriculum for children. This includes staff completing training specifically to develop their knowledge and understanding of babies. Staff have a clear knowledge of what children already know and how they can help them build on their skills. For instance, when staff engage in role play with younger children, they talk about babies and sing a song about a dolly.

Staff support children overall to develop their communication skills. For example, they use simple signing and interact with children well, such as singing songs. However, at times,

staff do not consistently build on children's developing communication skills, such as extending the range of vocabulary during play even further.

Staff plan individual next steps for children, which help them make progress in relation to their starting points. The curriculum is well embedded and thought out. However, on occasion, staff do not recognise when children may benefit from more adult encouragement to get the most out of their learning. All children are happy, and staff supervise and deploy themselves well.

Inclusion

Expected standard

Leaders and staff typically establish all children's starting points and identify their individual needs. Leaders and staff skilfully and swiftly identify how best to support children to make progress. Staff plan well to minimise learning barriers for all children. This includes for disadvantaged children, those known (or previously known) to children's social care, those who face barriers to their learning and/or wellbeing and those with special educational needs and/or disabilities (SEND). Staff complete specific training to help them and share resources and equipment with families to meet children's individual needs effectively.

Leaders know where to direct families for any additional support and prioritise the wellbeing and welfare of all families and children. Staff successfully assess children's progress and ensure they meet individual needs well. Staff make effective adaptations to support all children and provide a consistent approach to their care and learning. For instance, they share and implement effective strategies and equipment to help children remain safe, particularly during mealtimes. All staff have established positive partnerships with outside agencies and families. This includes sharing training ideas and implementing strategies to support children, such as supporting feeding during mealtimes.

Leadership and governance

Expected standard

Leaders and staff work well as a team. They evaluate and reflect on practice and work hard to make continuous improvements. Leaders typically have effective processes in place to coach, support and mentor all staff. For example, they provide tailored training opportunities to build on staff's strengths and develop their confidence. This includes staff enhancing their understanding of how to support babies. Leaders prioritise staff's wellbeing and ensure that their workload is manageable. Leaders have high expectations of themselves and staff. This helps staff have high aspirations for their practice and their roles and a drive to provide excellent outcomes for all children.

All staff have developed positive partnerships with parents and carers and other early years professionals. For example, staff keep parents informed of their children's learning and next steps and share achievements with them routinely. There are positive links with other early years professionals. For instance, staff gain and share beneficial and helpful strategies and training to support the development of individual children.

Children and families are welcomed and feel supported and listened to. Leaders share training with parents, who are fully informed about their children's day and achievements. Staff provide helpful advice and individual support when necessary, such as safer sleep tips. Attendance is closely monitored, and parents are supported to fully understand the

importance of punctuality and regular attendance to support children's development and help prepare them for the expectations of their eventual move on to school.

What it's like to be a child at this setting

Children of all abilities are settled and very happy in the safe, friendly and welcoming nursery. Children are excited to engage in motivating activities that staff carefully plan for them. Children enjoy a wide range of learning experiences that cover all aspects of the nursery's curriculum. Staff embed learning well with clear knowledge of all children who attend. Children explore their senses through different materials, such as sand, water and cornflour mix.

Children generally engage well in the learning opportunities that staff provide. Children benefit from a well-established key-person system and have heart-warming relationships with their key staff. All staff know children well, including their unique personalities, routines, needs and abilities. Staff have high expectations of all children, including those with special educational needs and/or disabilities (SEND). This supports all children to develop positive attitudes towards their learning effectively and helps them enjoy their time at the nursery.

All children, including those with SEND, make progress and develop new skills to support their future learning. This helps prepare them for moving on, for instance to the next room in the nursery. Children start to make independent choices, such as where they will play, and complete tasks, including using open cups and washing their hands before meals. Children benefit from the support in place to aid their emotional wellbeing as they transition through the nursery. For example, they attend lunchtimes and sleep times in the next room, with their current key person to support them to manage the change. This helps children to progress, using a positive and consistent approach.

All children are able to take part in, and enjoy, activities, as these are skilfully adapted to meet their individual needs and abilities. For example, staff simplify or extend activities, such as puzzles, to ensure that, although challenged, children are able to achieve. Children take pride in their achievements. They play with each other happily and develop positive social skills. This includes being patient and understanding how to take turns and share. Even the youngest babies show care and empathy to each other when they briefly become sad.

Next steps

- Leaders should ensure staff confidently and swiftly recognise when children may need more encouragement to join in and get the most out of their learning experiences.
- Leaders should strengthen staff understanding of how to consistently support children to build on their developing communication skills.

About this inspection

The inspector spoke with leaders, staff, special educational needs coordinators, children and parents and carers during the inspection.

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.

Inspectors:
Kelly Hawkins
Liz Caluori

About this setting

Unique reference number (URN): EY559865

Address:
Battle Abbey Preparatory School
The Gate, 40 Hastings Road
Bexhill-On-Sea
Sussex
TN40 2NH

Type: Childcare on non-domestic premises

Registration date: 04/09/2018

Registered person: B A S (School) Limited

Register(s): EYR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:45 - 17:45

Local authority: East Sussex

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 5 August 2026

Children numbers

Age range of children at the time of inspection

0 to 2

Total number of places

9

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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