

Magnolia Tree Day Nursery and Preschool

Unique reference number (URN): 2846893

Address: 48 Cromwell Road, Hove, BN3 3ER

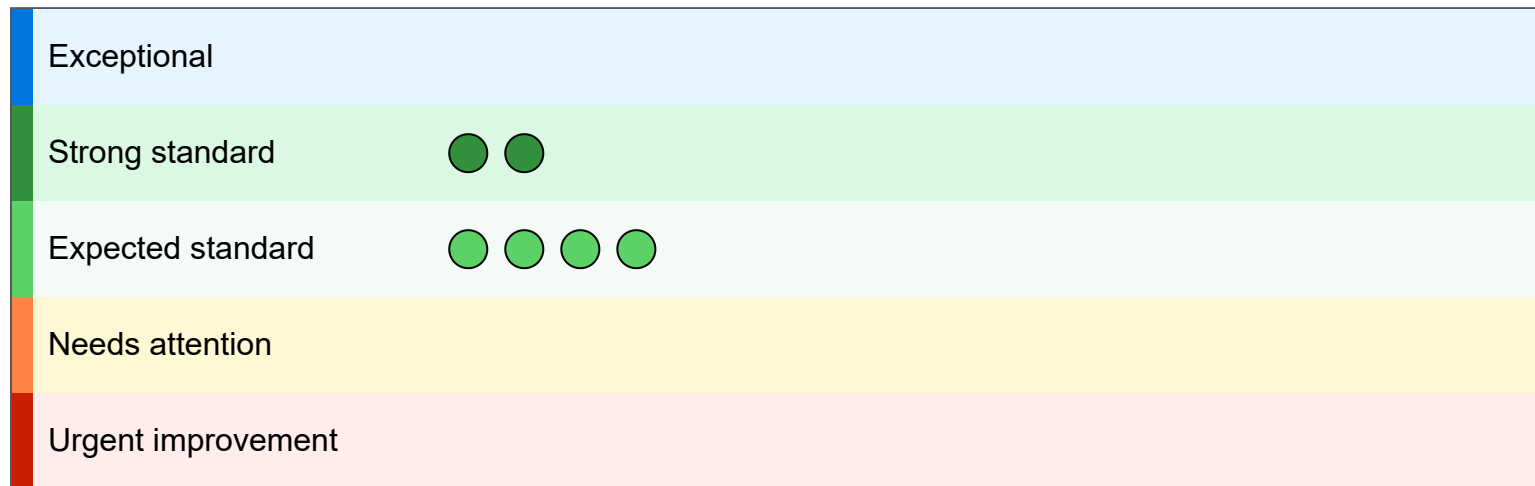
Type: Childcare on non-domestic premises

Registered with Ofsted: 01/08/2025

Registers: EYR

Registered person: Magnolia Tree Day Nursery Limited

Inspection report: 26 November 2025



✔ **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 ●

Children demonstrate high levels of engagement and enjoyment. Staff encourage children to ask questions and be curious in their play. They have high expectations for children's behaviour. Staff are kind, gentle and very respectful of children's feelings. For example, staff gently approach children and request permission before they provide intimate care, such as changing a nappy or wiping a child's nose. Children quickly learn that they are valued and that their feelings are important.

Staff have an effective awareness of children's different ages and stages of development. They use this knowledge and the information gathered from parents to plan confidently for what children need to learn next. This approach helps to precisely target the learning that children are capable of.

Staff weave turn-taking activities into everyday routines and play. Children learn about the importance of friendships and how to play collaboratively. Leaders have a strong understanding of the impact that poor attendance has on children's learning and future outcomes. They track children's attendance and maintain expectations with parents that children should attend the nursery and why this is important. As a result, children's attendance at the nursery, including children who face barriers to their learning, is consistent. This pattern will help to provide children with consistency and routines, and contribute to success in their future learning.

Children's welfare and well-being

Strong standard ●

Staff establish purposeful routines that provide children with consistency in their day. All children, regardless of their age, are given time to rest, replenish and sleep if needed. For example, children have mindfulness and mediation sessions available to them, and staff promote the importance of healthy bodies and minds. Children with special educational needs and/or disabilities and those children who need quiet time have access to sensory areas, which enable them to regulate and negotiate feelings that can be overwhelming. Staff use the language of emotions and recognise and validate children's feelings when they become upset. They understand that children can become fractious when tired or hungry and they respond to this well.

Daily exercise sessions give children opportunities to run around in the fresh air and build their muscle strength as they negotiate obstacles in the garden outside. Children help to cultivate vegetables in the outside space and learn how to care for the environment in which they live. Staff provide helpful reminders to help children develop an understanding of their personal safety. For example, children know that they must not run indoors and they must hold the handrail and walk slowly when using the stairs.

Children learn about healthy practices in different ways. For example, parents are invited in to share their experiences and expertise with the children. Children routinely learn about oral health from parents who are dentists and learn why it is important to care for their teeth. Babies are provided with child-led and consistent feeding routines. Staff use these times to encourage children to try new things and celebrate babies' achievements, such as feeding with a spoon for the first time.

Expected standard

Achievement

Expected standard 

The nursery's curriculum provides a solid foundation for children to learn and achieve. Children of all ages have access to range of activities and experiences across the foundation stage's seven areas of learning. They do particularly well in aspects of personal and emotional development and communication and language. As a result, children are confident, expressive and have a good understanding of what makes them unique. Those children who are at risk of falling behind, such as children with special educational needs and/or disabilities, are able to achieve in their learning.

Staff encourage children to persist and learn how to handle mistakes or disappointment. Daily routines and clear boundaries support children to understand what will happen next. The nursery uses a flexible and bespoke transition programme that allows children to move between the rooms with confidence. This practice provides children with the emotional resilience they may need for the next stage in their education, such as moving on to school.

Curriculum and teaching

Expected standard 

Leaders have developed an ambitious curriculum that meets the learning needs of all children. Staff create a language-rich environment across the whole nursery, which supports children's emerging vocabulary and communication skills. For example, staff read stories and sing rhymes with babies and give them plenty of time to respond. Staff use books to support adult-led activities. This helps children to understand that text carries meaning and foster a love of books.

Staff carefully assess, plan and review children's individual care and learning needs. This enables staff to focus on what children, including children with special educational needs and/or disabilities, need to learn to help them reach their full potential.

Children learn the language of mathematics through interesting activities. For example, they engage in an enjoyable water activity. Children learn words, such as 'empty' and 'full', and begin to understand concepts such as volume and capacity. Overall, staff have a suitable understanding of children's development. This is reflected in the priority that is given to supporting children's emotional security and physical development, particularly the youngest children. For example, staff give praise when children achieve or try something for the first time. However, occasionally, there is a lack of consistency in the teaching as some staff are still working to strengthen these skills. Leaders are aware of this and provide suitable programmes and ongoing support through mentoring to enable staff to further develop their skills. Any minor differences in teaching do not impact the overall quality of curriculum delivery, particularly for babies.

Inclusion

Expected standard 

Leaders and staff work hard to support any children who face barriers to their learning, such as children with special educational needs and/or disabilities. They work alongside external agencies and parents to identify targeted support to enable children to access an inclusive curriculum. Staff regularly update parents with strategies and adaptations that are successful in the setting so that parents can support children with their learning and development at home. This approach fosters a strong relationship between families and the nursery, which effectively supports children's continuity of care.

Leaders identify children's individual learning and/or development needs and use additional funding to close any learning gaps. They provide experiences that children may not have benefited from previously, such as using magnifying glasses to observe the small details of the world around them. Leaders have trained staff to enable them to successfully implement a graduated approach with the support of outside agencies. This helps children to have the right support from other professionals when required.

Leaders ensure that staff follow and understand the nursery's policies in order to find ways in which to celebrate children's heritage and individuality. Staff make good use of the resources and discussions to support children to develop an understanding of their uniqueness and how others may have similarities or differences of their own experiences. This allows children from a range of backgrounds and abilities to have equal opportunities to learn and grow. Leaders work hard to engage with families, including those families who speak English as an additional language.

Leadership and governance

Expected standard 

Leaders know the staff team well. They understand the work pressures that they sometimes may face. Staff say that they feel supported by leaders to fulfil their roles. They are asked to contribute their ideas and expertise to add to the smooth running of the nursery. This helps them to feel valued and listened to.

Staff generally choose the areas that they would like to work in, which enables them to play to their strengths and contributes to the quality of the activities and their interactions. Leaders ensure that regular monitoring and assessment support staff to identify any gaps in children's learning. This ensures that children receive the support that they need to make

progress. Leaders use a range of communication methods to ensure that parents are aware of their child's day.

Staff plan effectively for children's learning and development needs. However, there is an inconsistency in the teaching quality because some staff are highly skilled, while others are still continuing to develop their skills. This means that there are times when some learning is not as consistently extended. The reflective leaders are aware of the current inconsistencies in teaching and have a planned programme of support to firmly embed this practice throughout the nursery.

Leaders make appropriate decisions to ensure that all children, particularly those children who face barriers to their learning and/or wellbeing, have their needs identified and swiftly met. Consequently, all children make the progress that they are capable of.

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

Staff ensure that children are warmly greeted when they arrive at the nursery. This helps children to feel safe and secure and develop a sense of belonging. Children demonstrate a high level of excitement as they look forward to the activities that staff have planned for them. They are eager to begin their day in the well-planned learning environment. Children flourish as they have a firm foundation for learning. Staff are attentive and kind. They spend time building and nurturing positive bonds with children and listen to what they have to say. This helps children to feel valued and recognised. Children demonstrate high levels of positive behaviours and are kind and courteous towards others.

Children, including babies, form positive social skills with other children and the staff. Babies lean in to cuddle staff, and older children are beginning to understand the dynamics of friendships. They are learning to take turns and listen to what others have to say. This prepares children well for their future learning, such as moving on to another room or going to school.

Staff are skilful at encouraging children's independence. They gently guide children to manage tasks for themselves, such as dressing, toileting and feeding. Staff celebrate when children do something for the first time. This supports children's growing self-esteem and confidence. Staff provide a variety of activities that support children's age and stage of development. For example, babies are given space and obstacles to support their growing independence in walking. Older children are given small tasks during routines, such as handing out plates at mealtimes. Leaders work with parents to help them to recognise the positive impact that children's attendance has on their successful educational outcomes. All children, including children with special educational needs and/or disabilities, make progress from their starting points.

Next steps

- leaders must help staff to strengthen the consistency of teaching so that all children benefit from highly effective implementation of the curriculum.
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About this inspection

The inspector spoke to leaders, practitioners, parents and children during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards provision that is registered on the Early Years Register. The registered person must ensure that the provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Inspector:

Tina Lambert

About this setting

Unique reference number (URN): 2846893

Address:

48 Cromwell Road
Hove
BN3 3ER

Type: Childcare on non-domestic premises

Registration date: 01/08/2025

Registered person: Magnolia Tree Day Nursery Limited


Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:00 - 19:00

Local authority: Brighton and Hove

Facts and figures used on inspection

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

 This data is from 26 November 2025

Children numbers

Age range of children at the time of inspection

1 to 4

Total number of places

90

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 standards expected of them.

Expected standard 

The setting is fulfilling the expected standard of education and/or care. This means they are following the standards 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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