

Inspection of Manor Twiglets Nursery

Downsview Crescent, Uckfield, East Sussex TN22 1UB

Inspection date: 1 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children feel safe and valued in this warm and nurturing nursery. Staff build strong, trusting relationships with children and respond sensitively to their needs and interests. For example, staff have taken part in training to more effectively support children to use the language of feelings, learning to recognise and manage their emotions. They create cosy, calm spaces, where older children delight in making dens, play imaginatively with friends and enthusiastically share their ideas with staff. These meaningful interactions support children to express themselves, strengthen social skills and build confidence.

Staff are excellent role models. They support children to be respectful and considerate, and this is mirrored in children's great teamwork. For instance, older children work together to build ramps for their cars, talking kindly, waiting and taking turns. Children remain highly engaged and focused while playing. These skills help to prepare children for school.

Staff plan and adapt learning experiences to challenge and engage all children, including those with special educational needs and/or disabilities (SEND). Children boost their self-esteem as they take part in physical play. For example, staff support children to grate vegetables safely and strengthen their fine motor skills. Some take turns on a tyre swing as staff offer steady hands and encouragement. Others confidently climb onto pallets, pretending they are on a boat at sea. All the while, staff extend children's imaginative play, weaving in mathematical language, such as 'empty, half full' and 'full' while children work together to stir leaves and flowers in a pot.

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

- Leaders have a clear and coherent vision for an ambitious curriculum designed to give children, particularly those with SEND, the knowledge they need to succeed. Staff know how to plan activities that cover all areas of learning and use effective observation and assessment strategies, such as termly focus weeks. They identify children's next steps and adapt their teaching to suit children's needs and interests.
- Partnerships with parents are strong. Parents speak highly of the nursery and appreciate the care and dedication staff give. They consistently praise the leadership team for being approachable and supportive. Staff update parents about their children's progress through an online learning journal, daily chats and termly parent consultations. They guide families in extending learning at home and involve parents in creating next steps for their children, including them in their child's learning journey.
- Staff support children's early literacy and skilfully introduce new vocabulary

through play, songs and storytelling. For instance, when singing about 'The Very Hungry Caterpillar', children learn about the butterfly life cycle and words like 'cocoon'. Careful thought is given to nurturing children's love of reading through daily routines. For example, staff regularly share stories with small groups, encouraging children to vote for their favourite books. This helps children know their voices are heard and valued. Children eagerly join in with familiar phrases and actions and know the stories well. Staff deepen children's learning with strategies, such as questioning and thoughtful discussions about the characters. This builds on children's language development and comprehension skills.

- Older children have plenty of opportunities to develop their independence. For example, they peel and cut their own fruit at snack and know where to find their pegs to hang up their belongings. They confidently queue to serve their own food and carry their plates to their tables at lunchtime. However, the support to promote independence for younger children is less consistent. At times, staff do not recognise when younger children would benefit from more encouragement to complete simple tasks.
- Leaders are committed to ensuring that all children, including those with SEND, access their full entitlement to high-quality early education. For instance, they employ staff to provide extra support and link with outside agencies, such as paediatricians, speech and language therapists and occupational therapists to meet children's needs. Staff use strategies such as Makaton signing, visual cards and now-and-next boards to support children with daily routines.
- Children are well prepared for their transition to school and staff work with schools effectively. For instance, they attend visits with children, encourage discussions and create familiarisation activities, which help children move confidently to their next stage. This is reflected in children's excited chatter when they return from a transition morning with staff, as they eagerly share what they have seen and done.
- Leaders routinely reflect on the quality of teaching and the nursery environment to ensure high standards. They promote a culture of ongoing professional development, encouraging staff to undertake training that aligns with the needs of the children. New staff benefit from a structured induction process. For example, there is a buddy system where experienced staff offer coaching and guidance. Leaders provide a reduced workload to help new staff become familiar with the nursery's policies and procedures. They promote staff well-being with regular check ins and external support, such as counselling to help staff navigate challenges.

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:

- enhance opportunities for younger children to develop their independence and manage simple tasks for themselves.

Setting details

Unique reference number	EY403035
Local authority	East Sussex
Inspection number	10399742
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	60
Number of children on roll	98
Name of registered person	Manor Twiglets Nursery Limited
Registered person unique reference number	RP905818
Telephone number	01825 765487
Date of previous inspection	12 December 2019

Information about this early years setting

Manor Twiglets Nursery registered in 2009. It operates from purpose-built premises in the grounds of Manor Primary School in Uckfield, East Sussex. The nursery opens each weekday, from 8am to 6pm, for 50 weeks of the year. A team of 23 staff work with the children. The manager holds early years professional status, one staff member is a qualified teacher and 14 members of staff hold relevant qualifications at level 3 and above. Funding is accepted for the provision of free early years education for children aged two, three and four years. The setting receives specific funding for disadvantaged children.

Information about this inspection

Inspector
Sophia Malcolm

Inspection activities

- The inspector spoke to several parents during the inspection and took account of their views.
- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke with the inspector during the visit.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager and inspector carried out a joint observation during snack time.
- Staff spoke with the inspector about how they support children with SEND and gave their views.

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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