

Ofsted registered early years setting inspection report

6 to 8 January 2026

Glebe House Nursery

Glebe House School and Nursery

2 Cromer Road

Hunstanton

PE36 6HW

The Independent Schools Inspectorate is commissioned by Ofsted to inspect registered early years settings in independent schools in England which are members of associations in membership of the Independent Schools Council. Ofsted is the regulator for early years registered settings in England.

Inspection outcomes

Safeguarding	Met
Inclusion	Strong standard
Curriculum and teaching	Expected standard
Achievement	Expected standard
Behaviour, attitudes and establishing routines	Expected standard
Children's welfare and wellbeing	Strong standard
Leadership and governance	Expected standard

The extent to which the school meets the requirements of the early years foundation stage

The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

Summary of inspection findings

1. Children demonstrate that they feel safe and secure as they rush into the nursery, eager to start the day. Well-qualified and highly experienced staff provide a warm, welcoming, safe and inclusive environment where children flourish. The key person system is highly effective, and staff have an excellent understanding of the individual and unique characteristics of the children in their care. Children are confident, self-assured and show very high levels of emotional wellbeing.
2. Children behave well. Staff set clear boundaries to help children understand why rules exist, especially those that help children keep themselves and others safe, such as walking indoors and using equipment safely. Staff provide children with meaningful praise including for their good behaviour and their individual efforts. This helps children to develop a positive sense of themselves and take pride in their achievements. Children play harmoniously with their friends and happily take turns and share.
3. Overall, children show a positive attitude towards their learning. Staff provide a range of interesting activities that encourage children to take risks, try new experiences, and develop a strong 'can-do' attitude when challenges arise. However, during some activities, staff do not always consider precisely what individual children need to learn next. In addition, during certain large-group sessions, staff do not consistently adapt their teaching in response to children's differing needs. As a result, some children lose interest and do not always listen attentively or respond appropriately to instructions from staff.
4. All children, including those with special educational needs and/or disabilities (SEND), those known to children's social care, and those who face other barriers to their education, make good progress

from their starting points. The enthusiastic and experienced leaders and staff have created an ambitious curriculum that helps ensure that children achieve the best possible outcomes. Staff complete regular assessments of children's learning and development. This helps them to quickly identify any emerging needs and provide targeted support in a timely way.

Safeguarding

5. Safeguarding is met.
6. 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.

Inclusion

7. The grading for inclusion is at the strong standard.
8. Leaders have high expectations for what all children can achieve, including children who have SEND, those known to social care, and children who face additional barriers to their education. Leaders have a secure and precise understanding of each child's individual needs. Leaders use this knowledge to make informed and carefully considered decisions about how to allocate additional funding. This ensures that additional support is targeted appropriately and contributes to improving outcomes for children across the setting.
9. Staff who have lead responsibility for provision for children who have SEND demonstrate a detailed and thorough understanding of children's individual needs and characteristics. They provide clear guidance and highly effective leadership, ensuring that all staff understand their roles and responsibilities in supporting children who have SEND.
10. Leaders and staff show a good understanding of how children learn and develop, and set ambitious goals for all children to achieve. They work closely with families to support children who have SEND and make timely referrals to other agencies when needed. This ensures that children receive appropriate support and continue to make good progress.
11. Leaders and staff assess children's needs accurately. They regularly monitor children's development and use this information to create highly individualised learning plans. Leaders and staff work effectively with parents and other agencies when required, ensuring that children receive consistent and precise support. As a result, children are supported well to make sustained progress and achieve their developmental milestones securely and consistently.

Curriculum and teaching

12. The grading for curriculum and teaching is at the expected standard.
13. Leaders and staff are committed to ensuring that all children, including those who have SEND and those who face other barriers to learning, have full access to the curriculum. Individual assessments enable staff to identify accurately children's learning needs, and to plan activities to provide

individual support, for example through small-group activities and one-to-one sessions. This ensures that all children benefit fully from the learning experiences.

14. Staff provide a broad range of enjoyable activities to enhance children's learning across all areas of the curriculum. However, staff are not always confident in how they adapt their teaching to enable children to make the best possible progress. This is because the aims for some activities are very broad. When this happens, teaching is less precisely focused on what individual children need to learn next.
15. Staff focus well on extending children's vocabulary and supporting their oral language and language comprehension. Stories, songs, and rhymes form an integral part of daily routines. Children enjoy looking at books independently as well as sitting with staff to listen to familiar stories. Throughout activities, staff working with younger children provide a running commentary and introduce new words and concepts which they practise with children to help extend their vocabulary. Staff working with the oldest children thoughtfully use open-ended questions to encourage deeper thinking and promote conversations.
16. Staff successfully weave mathematics into daily activities. They thoughtfully introduce children to numbers through songs and rhymes and model mathematical language as they play. Staff provide opportunities for children to practise counting as part of their daily experiences. Older children explore mathematical concepts such as identifying and naming increasingly complex shapes, including octagons and hexagons.

Achievement

17. The grading for achievement is at the expected standard.
18. Children achieve well across all areas of their learning and development. Children successfully develop the skills they need to support them in their future learning. This includes preparing children successfully for when they move on to school.
19. Children confidently engage in two-way discussions with adults and with each other. They develop their language and communication skills well from an early age. Older children use language effectively to ask questions, negotiate with each other and develop their ideas.
20. Children develop a secure understanding of numbers. They count with increasing confidence and are eager to share what they notice when finding patterns, for example in shapes and colours. Children are confident when counting the number of sides on different shapes, including identifying that a circle has no sides. During their play children also show an awareness of size. For example, children can confidently compare and order according to size when playing with polar bears, using appropriate mathematical language.
21. Children draw on their knowledge and experience to make observations and comparisons about the world around them, for example showing interest and curiosity about what happens to water when it freezes and then melts. They are keen to explore, investigate and find out new things.
22. Children develop their physical co-ordination and strength well. Babies confidently move around the environment developing strength and balance as they learn to walk. Older children become increasingly confident in riding bikes, climbing and balancing on wooden logs. Children demonstrate

a growing awareness of the space around them. Older children are able to anticipate and manage potential risks to themselves and others when navigating obstacles and each other when they are physically active.

Behaviour, attitudes and establishing routines

23. The grading for behaviour, attitudes and establishing routines is at the expected standard.
24. Leaders and staff have high expectations of children’s behaviour. They set clear rules and boundaries that help children understand what is expected, and these are applied consistently and fairly. Children behave well and enjoy themselves as they learn. Staff provide a wide range of opportunities for children to take appropriate risks and engage in meaningful challenges during their play, helping them to develop confidence and resilience.
25. The well-established key person approach enables staff to build secure and trusting relationships with babies and children throughout the setting. Staff know the children in their care well, including their individual characteristics and needs. Children show high levels of emotional wellbeing. They interact positively with others, display high levels of self-confidence and demonstrate a positive attitude towards their learning.
26. Overall, children engage well and show enthusiasm for new experiences. However, during some large-group activities, staff do not always adapt their approach in response to children’s changing needs. As a result, some children lose interest and do not consistently listen to, or respond to, instructions from staff.

Children’s welfare and wellbeing

27. The grading for children’s welfare and wellbeing is at the strong standard.
28. Leaders demonstrate a secure understanding of the importance of supporting children’s welfare and wellbeing from the outset. Before children join the setting, they attend carefully planned settling-in sessions that help them get to know their key person and begin forming early attachments. Staff are kind, caring, and nurturing, and these early sessions also support the development of strong, trusting relationships. As a result, children show high levels of emotional wellbeing. They are confident, self-assured, and eager to explore and investigate their surroundings.
29. Staff support children to identify and talk about their feelings highly effectively during daily routines. For example, during circle time they sing a hello song, and each child takes a turn to share how they are feeling. Children listen carefully and through discussion staff help them explore ways in which they can help each other. Children confidently express emotions such as sadness, happiness and calmness. Staff are highly responsive to children’s individual needs. For example, when children express that they are feeling sad, staff offer comfort and reassurance, helping them to feel safe and supported throughout the day.
30. Staff successfully promote children’s understanding of healthy lifestyles. They ensure that children benefit from nutritious meals and snacks and provide opportunities for them to be physically active both indoors and outdoors. Staff also offer meaningful opportunities for children to engage in appropriate risk-taking and challenge their physical abilities when climbing on wooden logs and negotiating a range of outdoor obstacles.

31. Children demonstrate particularly high levels of independence. They confidently complete tasks such as dressing themselves for outdoor play, managing personal care routines, including toileting, and happily helping to tidy toys after play. Staff support children very well to follow robust hygiene practices, for example helping children to recognise when they need to wipe their nose and encouraging children to complete this independently. Children understand the importance of washing their hands after a messy activity and before eating, and staff make this routine fun and engaging by using familiar songs.
32. Leaders have effective arrangements in place to help children develop an awareness of how to use digital technology safely and understand how to keep themselves safe online, for example through stories and discussions. Leaders work closely with families to promote positive attendance.

Leadership and governance

33. The grading for leadership and governance is at the expected standard.
34. Since the previous inspection, the nursery has experienced a change in leadership and has undergone a period of transition. Leaders have managed this change effectively and ensured that staff are committed to providing an ambitious curriculum for all children. Leaders have a clear understanding of the setting's strengths and areas for improvement and work effectively to drive the development and continuous improvement of the setting. Leaders regularly review the impact of their actions and focus on improving the experiences and outcomes for all children.
35. Leaders have high expectations for what all children can achieve, including those who have SEND, or other identified barriers to their learning. They demonstrate a thorough understanding of the SEND Code of Practice and effectively assess and review children's changing needs. This ensures that these children receive the appropriate level of support, including input from external agencies when required. Leaders and staff regularly monitor children's progress and make timely adjustments to individual learning plans, helping to secure improved outcomes for all children.
36. Leaders ensure that staff attend regular training and supervision sessions to develop their professional knowledge and skills. Leaders provide effective induction training for new staff. This includes ensuring that staff are confident in knowing how to identify and report promptly any concerns that a baby or child may be at risk of harm.
37. Partnerships with parents are highly effective. Leaders and staff share regular, meaningful information about children's learning and development and provide practical guidance to help parents extend learning at home. They consistently emphasise the importance of regular attendance and clearly explain how this supports children in developing the knowledge and skills they need for the next stage of their learning. Staff maintain strong communication with parents through daily face-to-face discussions, annual parents' meetings, and termly written reports. They ensure parents are well informed and actively involved in supporting their child's progress.

Recommended next steps

Leaders should:

- ensure that teaching is more sharply focused on what individual children need to learn next so that staff consistently build on children's prior learning and provide them with appropriate challenge
- support staff to adapt large-group activities so that children remain consistently engaged and are able to respond to instructions.

Registered setting details

Registered setting name	Glebe House Nursery
Unique reference number	EY298976
Address	Glebe House School & Nursery 2 Cromer Road Hunstanton Norfolk PE36 6HW
Phone number	01485 532809
Email address	ghsoffice@glebehouseschool.co.uk
Website	https://glebehouseschool.co.uk
Proprietor	Glebe House Trust Ltd
Nominated individual	Adrian Stewart
Age range of children at time of inspection	Birth to four years
Total number of places	76
Number of children on roll	79
Date of previous inspection of the registered setting	18 to 19 January 2023

Information about the setting

38. Glebe House Nursery registered in 2005. The registered setting operates from Glebe House School and Nursery. The setting is open all year round from 8am to 6pm.

Inspection details

Inspection dates

6 to 8 January 2026

39. One inspector visited the registered setting for two half days. The onsite inspection was quality assured by a monitor. This inspection took place at the same time as the inspection of Glebe House school.

40. Inspection activities included:

- shared observation of learning in collaboration with setting leaders
- discussions with the school leaders, managers and other members of staff
- discussions with parents
- discussions with children
- observations of children's routines, including eating, sleeping and transition times
- scrutiny of a range of policies, documentation and records provided by the setting.

41. The inspection team considered the views of staff and parents who responded to ISI's pre-inspection surveys.

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- ISI is commissioned by the Ofsted to inspect Ofsted registered early years settings in independent schools in England, which are members of associations in membership of the Independent Schools Council.
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Independent Schools Inspectorate

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