

# Seahorses Day Nursery

Inspection report for early years provision

---

**Unique reference number** EY387536  
**Inspection date** 17/09/2009  
**Inspector** Julia Louise Crowley

**Setting address** 116 Evelyn Denington Road, Becton, London, E6 5YU

**Telephone number** 02074733522  
**Email** tamuludun@hotmail.com  
**Type of setting** Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Seahorses Day Nursery is privately owned. It opened in 2009 and operates from a self-contained building with two play rooms, a conservatory area and also includes kitchen, changing area, children's bathroom and storage space. There is a secure area for outside play. It is situated in Becton in the London Borough of Newham. The nursery is open each weekday from 7:30am to 6.30pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered to care for a maximum of 22 children under five years at any one time, 22 of which may be in the early years age group. There are currently 22 children aged from birth to under five on roll, 22 children are in the early year's age range. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The nursery employs eight members of staff. Of these, six hold appropriate early years qualifications and two are working towards a qualification.

The nursery is registered on the Early Years Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery provides a welcoming environment where children confidently move arrive and settle. Children's individual needs are sufficiently met as staff take time to gather information from parents and take careful observations of the children. The nursery enjoys effective links with other professionals in order to cater for the children's needs for example, development workers. Sufficient arrangements are in place to ensure the health and safety of children. The nursery has an accurate understanding of their strengths and weaknesses and mostly makes effective steps to improve. However, where weaknesses are identified, changes are not always effectively implemented.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure resources that are varied, natural, available, sufficient and of adequate quality that support children's learning and development
- ensure that the outdoor play area provides adequate space to give scope for free movement and well-spread activities
- take steps to ensure that the cleanliness of the bathroom area is sufficient and that children are prevented from access to rubbish and cleaning equipment
- improve the effectiveness of assessment and evaluation procedures by

actioning any identified weaknesses promptly

## **The effectiveness of leadership and management of the early years provision**

The nursery has all documentation, policies and procedures in place to support children's welfare, learning and development needs. Practitioner's suitability and qualifications are all complete and kept on record. Most staff have relevant first aid training and implement procedures such as, the recording of accidents and administration of medication appropriately to maintain good health and consistency of care. They show good knowledge and understanding of child protection issues which helps them protect children from harm and neglect. They are clear about appropriate procedures to follow if they have concerns regarding a child's welfare. The manager has assessed the need to update training in safeguarding and has secured places on the local authority's courses. Consequently, children welfare is maintained.

Leaders and Managers accurately monitor the children's progress through regularly assessing key persons observations and planning. Parents are used effectively as important sources of information and the nursery enjoys warm relationships with them. The manager has a clear vision for the nursery to develop and shares these ideas and plans with staff at regular team meetings. Although fairly new in post, the manager is organised and recognises the need to always be improving and developing staff's knowledge and understanding through access to regular courses and training.

Children with English as a second language use sign language, visual pictures and photos to reinforce communication in the nursery. Parents are very involved in how to find effective ways to communicate and assist the children's progress in their learning and development. Folk stories and songs are introduced at story time and children's awareness of each other is developing. Parents share cultural foods and snacks at special events improving knowledge and understanding of diversity and other cultures. Children show interest in the large wall display that they have made, of the 'Kenyan Boy', which initiates discussion as the children as they climb the stairs. Staff work closely with other agencies to support children with specific needs and implement care plans and strategies that enable children to progress. Consequently, equality and diversity are effectively supported.

Staff complete daily risk assessments on the premises and mostly action any potential hazards that present risk to children. However, although included in the risk assessment, the bathroom area contained buckets and mops in close proximity to the children's sink and there is access to an open waste bin. This compromises children's safety. In addition, the outdoor play space although safe offers limited space for free play and mobile toys. This has been identified in the nurseries evaluation however; no immediate changes have taken place.

The deployment of resources is generally satisfactory however, there is a lot of plastic toys and some play equipment that is broken and worn. The nursery has included this in their evaluation and ordered new play equipment made from

natural materials however in the interim have not removed those toys that do not present challenge or interest to the children. Those in charge have identified most areas of weakness within the nursery and remedied effectively however, this is not always consistent.

## **The quality and standards of the early years provision and outcomes for children**

Children make sound progress in their learning as next steps are planned well and children's learning needs are met. All of the six areas of learning are provided however, physical development is not as well supported as others. Children's opportunity in the outdoor play area, to explore different materials, run, balance and exercise are limited due to poor organisation of large plastic toys that offer little variety or interest. Children make independent choices as well as enjoying focussed activities. They sit and listen intently to the 'Animal Boogie' story and act out each animal with their puppets. Children focus well and are familiar with the words of each song. However, some of the books are ripped and in poor condition consequently, the importance of words, books and stories is not reinforced.

Babies and toddlers are sufficiently stimulated, as they experience with textures and materials, using all of their senses. Their sense of self is sufficiently developed as they see themselves in low level mirrors and photos, carefully displayed around the walls and floor. They learn to communicate as staff interact with them and encourage them to respond. They become creative through some variety of sensory activities, such as playing with pasta or soap bubbles.

Children move confidently around the nursery and know to hold onto the rail when going downstairs. They remind each other how to hold their scissors carefully and to never run in the room. Babies and toddlers are secure in their relationships with key persons as they settle on their laps and gurgle in response to their key persons chatter. Key persons refer to parent's information regarding starting points and routines ensuring that the children are secure and safe in the nursery.

Toys and play equipment provided represents themselves and the wider community, encouraging children to have positive attitudes towards others. Children are consistently well behaved and responsive to staff. They use effective strategies for managing behaviour. Children learn to understand right from wrong and play together harmoniously. Key persons interact respectfully and warmly with the children. At the end of the story time the staff thank the children for behaving so well and tell them that they are proud of them. Children respond with smiles and gain a real sense of achievement.

Children learn about keeping themselves healthy through effective daily routines and appropriate expectations such as washing their hands after using the toilet and before eating. Staff also explains why it is important to wash germs away and helps the children to understand the possible consequences of not keeping clean. However, organisation of the bathroom area leaves children potentially exposed to the spread of germs for example, open bin and mobs.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

