

# Seaham House Day Nursery

Inspection report for early years provision

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**Unique reference number** EY396805  
**Inspection date** 26/11/2009  
**Inspector** Janet Fairhurst

**Setting address** North Terrace, Seaham, County Durham, SR7 7EU

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**Type of setting** Childcare on non-domestic premises

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## 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Seaham House Day Nursery has been registered since 2009. It is one of two privately owned provisions, run by Tavistock Day Nursery Ltd. The nursery operates from two playrooms in the Sure Start building situated in the residential area of Seaham in County Durham. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6.00pm for 52 weeks of the year, excluding bank holidays.

The nursery is registered to care for a maximum of 32 children under eight years at any one time, all of whom may be in the early years age range. There are currently 29 children attending in this age group. The nursery also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

There are currently five permanent members of staff and six supply staff employed to work with the children, all of whom hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from the nursery's commitment to providing good quality care and staff successfully create an environment that welcomes children and families. The setting has made an effective start in forging good links with parents to involve them in their children's care and education, which gives them a sense of belonging. Senior managers lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify areas for improvement that will improve the quality of the provision for children.

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

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

- continue to develop children's assessment records to include links to the areas of learning.

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

Staff have a good understanding of their roles and responsibilities with regards to safeguarding children's welfare and management ensures that the clear policy remains up to date and in line with local guidance. Rigorous and clear vetting procedures ensure that all staff working with the children are suitable to do so. There are robust policies and procedures in place that are clearly understood by staff and shared with parents and carers. Health and safety practices are equally stringent. The close dialogue maintained with parents regarding accidents and

medication ensure children are extremely safe and well supported in their learning. Regular, thorough risk assessments and daily safety checks ensure that both the indoor and outside play areas remain safe and secure and risks to children are minimised. A successful programme of staff training is encouraged by management and training is identified to immediately benefit children currently attending the setting.

The nursery has a good relationship with parents and carers. The information parents receive before their child starts to outline the aims of the setting and familiarise them with nursery routines is good. Informative daily diary systems and learning journeys ensure that staff and parents are kept fully informed about day to day activities and significant events in children's lives. Successful settling in periods means that children settle quickly and this contributes very well to children's enjoyment, sense of security and good progress. The children's learning and development records are always available to parents and the setting encourages parents to add their own observations of their children's achievements. This helps to provide all with a full picture of the child and their capabilities. There are no children currently who attend other Early Years Foundation Stage (EYFS) placements. However, the manager is pro active and has already made efforts to identify the local schools which they will establish links with.

The nursery is very well organised and space is maximised to ensure that children have a warm, secure and stimulating environment, according to their needs. Staff are deployed well, enabling them to focus completely on the children. Consequently, the children are purposefully engaged in their play and are very happy. The nursery has only been operating for a short period of time but already, the manager and staff have an accurate understanding of the nursery's strengths and areas for development. They are ambitious for their nursery and the vision for development has been effectively shared with staff, who all have a commitment to improvement.

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

Children come eagerly into nursery and settle very quickly. Each child is treated as an individual and their needs are carefully planned for. Staff assess children's progress well. They make very effective use of children's Learning Journey's for the day to day assessment of their progress in all six areas of learning. Details of children's achievements are noted from the moment the children enter the setting each day. A strength is that parents are invited to contribute to these learning journeys if there is a significant or special moment in their children's development at home. Weekly planning sheets and detailed observations are used to map out logically the next steps for children's learning. However, although staff are very clear about the areas of learning covered these are not yet recorded.

Staff ensure that children in the nursery are very well looked after and that they benefit from a wide range of experiences appropriate to their age. The baby room is particularly well organised to provide toddlers with the right mixture of rest and stimulating activities they need.

Babies are reassured by staff as they speak in a gentle manner to them and give them cuddles throughout the day. Children are able to develop their communication, language and literacy skills well. For example, staff are attentive and respond to the babbles and noises babies make and support them by repeating sounds and gestures. Staff working with the older children sensitively, draw on shared experiences, such as a recent outing to the beach, to jog children's memories encouraging them to converse and reflect. Children's understanding of the natural world is further enhanced by the mini beast digging area whereby, they gently investigate what lives in the soil and their visits to the beach to explore rock pools. Children enjoy mark making by painting and drawing their own pictures. They listen to stories and some access the book area independently and in small groups. Visits to the local library further enhances children's love of books. Children are supported by staff in counting and number recognition as they access interesting resources, such as gel filled numbers. Puzzles and construction equipment provide opportunities for problem solving. Children's knowledge of information and communication technology is reinforced by them having access to programmable toys, story phones and some planned opportunities to use the computer.

Children develop an understanding of their local community as they visit the local library, beach and shops. There is a good range of equipment depicting positive images and staff have developed a culture of acceptance and respect by discussing diversity with children. Children are learning all the skills they require for later in life, they play well and work alongside their peers successfully, learning to understand how to resolve situations by themselves. They are provided with clear and consistent boundaries so that they develop an understanding of unacceptable behaviour and are able to share, take turns and engage in positive behaviour. They are beginning to understand right from wrong and show concern and respect for others. Children are curious learners due to the well organised environment and the very good accessible resources. The outdoor play area is thoughtfully planned to enable children to learn about nature and develop good physical skills out of doors. They demonstrate their enjoyment as they participate in a wide range of activities, such as riding wheeled toys, crossing the swing bridge and balancing on the stepping stone. As a result they make good progress in acquiring new skills.

The nursery actively promotes the safety and well being of the children. Staff help children to be safe and healthy from the earliest age and consequently children develop good habits and take responsibility, for example, their own personal hygiene. They talk about what they would do if there were a fire in the nursery and take part in fire drills regularly. Meal times are a social occasion where children and staff talk to one another about their day and enjoy the healthy well balanced meals and snacks provided.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met