

# Seahorses Nursery

Inspection report for early years provision

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**Unique reference number**

EY407716

**Inspection date**

14/07/2011

**Inspector**

Sarah Wignall

**Setting address**

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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).

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## Description of the setting

Seahorses Nursery is part of St Petroc's Independent School in Bude, North Cornwall and is managed by the school governors. It opened under its current registration in 2010 and operates from self contained areas within the school. A garden area is used for outdoor play activities. The setting is open each weekday from 8am until 6pm all year round. A maximum of 38 children aged from birth until the end of the early years age group years may attend the setting at any one time, of these, not more than 15 may be under two years.

There are currently 50 children attending who are within the Early Years Foundation Stage. The setting is in receipt of early education funding for three and four-year-old children. Most children live locally and some also attend other early years settings. The provision is registered by Ofsted on the Early Years Register. There are ten members of staff, all of whom hold appropriate early years qualifications to National Vocational Qualification 2 or 3. One member of staff holds an Early Years Degree.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are generally settled and content and make satisfactory progress in their learning and development. Staff have a suitable awareness of their individual needs. Some documentation to support children's well being is not in place. The setting has established sound relationships with parents and general information is exchanged. Partnerships with other providers of the Early Years Foundation Stage are not fully developed. The setting has begun to evaluate aspects of their practice helping them identify some areas for development. They demonstrate a suitable capacity to improve.

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

To meet the specific requirements of the EYFS, the registered person must:

- obtain written parental permission to the seeking of any necessary emergency medical advice or treatment for all children. 28/07/2011

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

- develop further the assessment systems in order to match the observations of children to the expectations of the learning goals and to identify learning priorities for each child. Ensure they are regularly updated and shared with

- parents to enable learning to be continued at home
- develop further systems to liaise with other providers of the Early Years Foundation Stage for children to ensure progression and continuity of learning and care
- plan an environment that is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures and songs that take account of children's different interests, understanding and home backgrounds
- develop further systems of self-evaluation to identify the settings strengths and priorities for development that will improve the quality of provision for all children.

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

Staff demonstrate a sound understanding of safeguarding. The manager takes lead responsibility within the setting and ensures other members of staff are aware of their roles and responsibilities. Written policies and procedures are in place and used to support practice. Written risk assessments are used to assess the suitability of the indoor and outdoor environment and for routine outings. Staff follow suitable procedures to ensure children are supervised and supported appropriately as they play and learn. While most documentation is in place, the setting has not obtained written permission for emergency medical advice or treatment for all children in their care. This is a breach of a specific legal requirement. Children learn about safety through the daily routines. For instance they discuss road safety as they prepare for a visit to the local beach. Regular fire drills help inform them of fire safety.

Children are cared for in two main base rooms with older and younger children accommodated according to their age. Play rooms are staffed by key persons and additional bank staff as needed. Staff adequately promote equality and diversity and demonstrate a suitable awareness of children's individual needs. They provide an adequate range of resources to support their learning. Recent changes to the staffing structure have led to changes in roles and responsibilities and staff are adjusting to these changes. The playrooms are adequately organized with a general range of toys and resources that children can help themselves to. While there are some displays within the play rooms there is a limited range of labelling and pictorial displays. A basic range of books are available for children to access each session. Children have access to a good sized garden area that is used to promote different areas of learning. Occasional trips to the local beach provide children with variety and interest.

The setting have established sound partnerships with parents. They are provided with written information on entry and they are kept informed of routines through daily diaries and discussions. A notice board is used to display some information. However parents are not fully included in discussions around children's learning and development at the setting, limiting their ability to contribute and support development at home. The setting have not yet established positive links with other providers of the Early Years Foundation Stage. The manager is keen to develop practice at the group and has regular discussions with the school

governors and outside agencies. Some action plans are in place and used to focus on improvement. The manager is keen to develop the systems of self-evaluation to include other stakeholders and parent questionnaires have recently been introduced. They demonstrate a satisfactory capacity for continuous improvement.

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

Children are generally happy and settled. Most separate easily from parents and quickly settle to play with the available resources. Older children are excited as they learn of a visit to the beach, planned for the morning. They begin to learn about their health as they discuss what they need to do to protect themselves in the sun. Some children confidently volunteer that cream and hats are needed. Toddlers demonstrate a sense of belonging as they help themselves to toys and play independently in the play room. They confidently point to the colour of paint they want and enjoy painting their hands. Staff support their developing knowledge and understanding as they name the colour of the paints or talk about the feel of dry sand as children play outdoors in the sand pit.

Older children are learning to work co-operatively with friends as they sit side by side when playing with small world resources and chat together as they play. Staff support their understanding of behaviour as they are reminded how to play nicely with their friends and to say sorry if they have hurt others. Children are beginning to learn about healthy lifestyles. Well established routines and posters in the bathroom help them learn the importance of personal hygiene and regular opportunities to play outside in the garden provide them with physical exercise and fresh air. Some children demonstrate good physical skills as they run on the grass or push ride on cars with their feet. They are confident as they use knives and forks when eating lunch. They are provided with a varied range of nutritious hot cooked meals and snacks and are learning about food production as they help to plant and grow beans and other vegetables in the garden. Good systems are in place to ensure staff are aware of special diets and allergies and to inform parents of any accidents at the setting.

Daily sessions are suitably organized with key workers undertaking general planning. However this is not always regularly updated. Staff carry out observations of children and have begun to link these to the Early Learning Goals. However they are not yet using these to set relevant and challenging next steps to support all areas of learning and development. Children enjoy action songs and begin to learn about numbers and counting in this way. They have access to puzzles which help inform them about shape and size. Regular creative activities are offered which include collage, drawing, painting and cooking. Children enjoy making marks with pencils and crayons, helping them develop pre-writing skills. Children are secure and develop a sense of belonging to the setting. They are aware of the expectations for behaviour and they play well both independently as well as with their peers.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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

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### 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

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