

# Seagulls Nursery

Shrublands, Magdalen Way, Gorleston, Great Yarmouth, NR31 7BP

## Inspection date

Previous inspection date

26/11/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Staff have a good knowledge of individual children and work well with parents to identify children's starting points, likes, dislikes, interests and where they are in their learning and development when they first attend the nursery.
- The key person system is implemented well to ensure that each child has a named person to take responsibility for their daily well-being, plan for their learning and development and build positive relationships with parents.
- Staff have a very good understanding of how children learn and plan effectively to ensure a balance across the prime and specific areas of learning. Observation and assessment of children's learning is used well to plan for their next steps.
- Equality and inclusion is at the heart of everything the staff do with the children and they are highly effective in making sure that all children are able to participate fully in all activities and routines of the day.

### It is not yet outstanding because

- Partnerships with parents are not robust to ensure that all parents are fully involved in the management of the nursery or their children's learning and development. As a result, their views are not considered when evaluating the nursery or encouraged in their children's achievement files.
- Children's speaking and listening skills are not always promoted effectively so that they have opportunities to talk about what they are doing and challenge their thinking.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the baby room, the toddler room, pre-school room and the garden.
- The inspector spoke with staff at appropriate times throughout the observations.
- The inspector looked at activity planning, children's achievement files and a selection of policies and children's records.
- The inspector spoke to parents and took into account their views.
- The inspector held a meeting with the nursery's management team.

## Inspector

Jacqueline Mason

## Full Report

### Information about the setting

Seagulls Day Nursery was registered in 2004 and was re-registered in 2012 to the Great Yarmouth Community Trust. It is registered on the Early Years Register and is situated in a purpose-built premises in Great Yarmouth, Norfolk. The nursery serves the local area and is accessible to all children. It operates from ground floor playrooms within Seagulls Children's Centre and there is a fully enclosed area available for outdoor play.

The nursery employs 21 members of childcare staff. Nine of the staff work full-time and the rest work on a part-time basis. One member of staff has Early Years Professional Status, three have qualifications at level 5, one has a qualification at level 4 and the remaining staff have qualifications at level 2 or 3.

The nursery is open from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 97 children on roll. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- improve partnerships with parents with regard to: encouraging all parents to contribute to their children's achievement files; actively seeking their views to identify the nursery's strengths and areas for development; accurately feeding back about a child's day, particularly how much pre-school children have eaten and had to drink over the course of the day
- revise and develop the promotion of children's language development by: using searching questions to challenge children's thinking; engaging children in self-chosen activities through talking to them about what they are doing; encouraging open-ended thinking by not settling on the first ideas that a child suggests.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff know the children well and talk confidently about their developmental stages. They gather useful information from parents when children first attend the nursery, to identify children's starting points. There are some systems to involve parents in their children's learning, although they are not actively encouraged to contribute to their children's achievement files to ensure that they remain fully engaged in their children's learning and development. Staff are effectively supported by a member of staff with Early Years Professional Status and new methods for planning, observation and assessment were introduced in September of this year. These are becoming well established to help staff fully understand where children are in their learning and ensure that they accurately identify and plan for the next steps in their learning.

There is a good balance of adult-led and child-initiated activities. Staff recognise children's need to play independently but are also at hand to intervene and support where needed. Equality and inclusion is fully promoted. Staff recognise when children are not participating and gently steer them into activities and routines of the day. Staff become engaged in children's play, guiding their learning through joining in with child-initiated activities. Staff help children to develop their vocabulary by introducing new words, such as 'mix' and 'sticky', when playing in the sand. Toddlers are beginning to put two words together, such as saying 'this one' when asking an adult to read to them. Babies are exploring sound through babbling and staff respond well to this. Older children chat confidently to staff and each other, but adults do not always sufficiently challenge children's thinking by using searching questions or talking to children about what they are doing to extend their speaking, listening and thinking skills.

Children are developing an awareness of space and measure and enjoy filling and emptying containers when playing in the sand tray. Adults use words, such as 'full' and 'empty' to help children think about if their container can hold any more sand. Children enjoy exploring and make suggestions to solve problems, such as how they can change the texture of the sand so that they can build sandcastles. Children show increasing control in holding and using hand held tools and implements. Older children use knives and forks confidently at meal times and younger children are helped to develop these skills, being encouraged to feed themselves. Children use other one-handed tools, such as hammers and pins, to create patterns with wooden shapes on a pinboard. They have good opportunity to move between indoors and outdoors. External doors into the garden are open for most of the day to enable children to decide where they want to play.

Babies handle books with interest and adults draw their attention to the illustrations. Older children enjoy looking at books independently; they hold them carefully and the correct way up, as they turn the pages. Children are encouraged to recognise their own name through everyday routines, such as finding their own placemat at mealtimes. They are encouraged to take part in activities to promote mark-making as a beginning to develop writing skills. Some older children form recognisable letters when writing their own name on their artwork. Children enjoy exploring media and texture. Their individual creativity is supported well by staff who allow children to create their own artwork, for example, resisting the temptation to stop children putting a number of 'scarves' on their paintings of a snowman and providing alternative colours and materials when children do not want to give their snowman a 'carrot' nose.

### **The contribution of the early years provision to the well-being of children**

Children have a very good sense of belonging and move freely between indoor rooms and the garden. Toys and resources are stored to enable children to develop independence in the selection and carrying out of activities. Staff pay good attention to ensuring that children can play safely, talking to them about the importance of not throwing sand and carrying out topics with the children to help them learn about road safety.

Self-care skills are developing well. Children routinely wash their hands before eating and fresh drinking water is available at all times to ensure that they remain hydrated whilst at

nursery. Children are further encouraged to lead healthy lifestyles through the range of healthy foods they are offered at mealtimes and snack time. A 'rolling snack' programme means that children can choose to eat when they are hungry, helping them to take ownership of their own health needs. However, parents report that they are not always informed about how much their children in the pre-school room have eaten or had to drink during the course of the day so that they can ensure they are given a sufficient amount to eat when they get home.

Children are happy and secure in the nursery because effective settling-in processes are in place to help them to settle quickly. The key person system is implemented well, resulting in both parents and children being able to develop trusting and friendly relationships with staff. Staff are very good role models. They treat children with respect and positive regard, helping them to play well together, share toys and learn about what is acceptable behaviour. Consistent routines are followed to help children develop a sense of belonging and promote continuity of care. Children are well prepared for the next stage in their learning because transitions within the nursery are good. Children are prepared well and fully supported by their key worker to progress from one room to the next. Children are well supported as they get ready for their transition into school.

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

Management and staff have a good understanding of the requirements of the Early Years Foundation Stage in order to ensure that they are working within the framework and meeting their legal duties. The learning and development requirements of the Early Years Foundation Stage are met well and are effectively monitored to assess the quality of teaching and learning. Inclusion is promoted very well within the nursery and all children are encouraged to participate in the routines and activities of each day. Children's needs are identified quickly and good links are made with external agencies to secure the support that children need to make the best progress that they can in their learning and development.

All staff have a good knowledge and understanding of safeguarding issues and undertake regular training to ensure that they recognise the signs and symptoms of abuse and know what to do if they have a concern. Security of the premises is given high priority to ensure that children are protected from intruders and are not able to leave the building unsupervised. Thorough risk assessments are carried out to ensure that hazards to children are identified and steps taken to limit risks so that children can play safely indoors and outside.

Self-evaluation is used well to identify and set challenging targets for improvement. An action plan for development has been identified that is clear and achievable and is led by a management team that supports staff well and motivates them to promote good outcomes for children. However, parents are not routinely invited to give their views about the strengths and weaknesses of the nursery, preventing opportunities to be active partners. The nursery has effective arrangements to monitor the performance of staff and plan for their continuing professional development. Staff are enthusiastic about their own

development with many staff currently attending training courses to further their professional qualifications and their childcare skills and knowledge. Effective recruitment and selection procedures are in place to ensure that adults working with children are suitable to do so. The ongoing suitability of staff is monitored well and a record of Criminal Record Bureau (CRB) checks is maintained for all staff and students.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY449161
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	800937
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	62
<b>Number of children on roll</b>	97
<b>Name of provider</b>	Great Yarmouth Community Trust
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01493 660099

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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