

Seaside Lane Nursery

Church of Ascension Church Hall, Seaside Lane, Easington Colliery, Peterlee, County Durham, SR8 3PG

Inspection date

30/01/2013

Previous inspection date

14/07/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- The manager and staff create a warm and welcoming environment where children settle, enjoy themselves and develop close relationships with their peers and adults working with them.
- Staff provide a range of exciting and interesting experiences for the children, this ensures they are happy, motivated and take an active part in their learning.
- Children develop effective communication and thinking skills as staff make excellent use of open-ended questions as they play.
- Parents feel welcome and appreciate regular exchanges of information about their children's learning and development.

It is not yet outstanding because

- Opportunities for children to develop early reading skills are not fully developed. This is because labels on drawers and trays containing toys, resources and equipment require improvement to enable children to learn more about words.
- Opportunities for parents to contribute to children's learning have not been fully developed to ensure shared continuous learning between the nursery and home.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector carried out a tour of the nursery.
- The inspector observed practice in the main nursery room.
- The inspector held a meeting with the manager and looked at a selection of documentation.
- The inspector carried out a joint observation with the manager.

Inspector

Nicola Jones

Full Report

Information about the setting

Seaside Lane Nursery was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a church hall in the Easington Colliery area of Sunderland and is managed by a committee. The nursery serves the local area and is accessible to all children. There is an area available for outdoor play. The nursery employs five members of child care staff. Of these, three hold appropriate early years qualifications at level 3 and two members of staff are currently working towards a level 3 qualification. The nursery opens Monday to Thursday for 38

weeks of the year. Sessions are from 8.45am to 3.30pm. Children attend for a variety of sessions. There are currently 28 children attending who are in the early years age group. 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 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 the programme for literacy further by improving the quality of labels on drawers and trays containing toys, equipment and resources to enhance environmental print in the indoor environment
- involve parents in their children's learning by improving the exchange of information and encouraging them to share their views and enhance children's learning and development at home.

Inspection judgements

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

Children are very well supported in their learning and development. Staff are fully aware of the individual needs of each child and provide resources which are accessible and of good quality. They provide exciting and interesting experiences which motivate children and enable them to take an active part in their learning. For example, children watch in amazement as staff pour salt over previously frozen water balloons. They actively explore with their hands, talk about the changes that happen and carefully use pipettes to alter the colour by adding food colouring. As a result, children show high levels of involvement and focus on activities for extended periods of time.

Staff are well deployed, enthusiastic and eager to help all children settle into the nursery. They provide a balance of adult-led and child-initiated experiences and support children to choose their own activities. Children are able to find the equipment they require and make independent choices from the wide selection available. This is because the indoor environment contains resources which are appropriate, well-maintained and accessible for all children. Staff make generally good use of available wall space to develop children's awareness of environmental print. Storage units are clearly labelled with words and photographs. However, labels on some drawers and trays need replacing as they are not of the same high standard. As a result, opportunities to further enhance children's early

reading skills are not fully developed.

Children have fun and clearly enjoy the time they spend at nursery. They develop listening and attention skills when they hear stories and enjoy making noises, such as a lions 'roar' when pictures appear in the book. Staff are aware of the needs of children learning English as an additional language and know how to access dual language books to support their learning and development. Children's expressive language skills are equally well supported. Staff ask effective open-ended questions and give children time to think and respond. Advice received from speech and language therapy services is well used and further meets children's individual communication needs. Awareness of number and counting is encouraged through everyday activities. For example, children count how many spoonfuls of flour are needed when making salt dough. As a result, children effectively develop the key skills they need for the next steps in their learning, including those required when they attend school.

The quality of teaching is good and occasionally outstanding. Staff have a good understanding of how to promote the learning and development of young children and as a result, children make good progress in their learning. Staff have high expectations of all children, including those with additional needs, as they complete a range of good quality assessments which show the 'Development Matters in the Early Years Foundation Stage' age-bands children are working within and this is tracked over time to demonstrate progress. Individual learning journal files and summaries of learning are completed for all children. Parents have access to this information which keeps them informed of their child's progress. However, parents are not sufficiently encouraged to share information about their child's learning at home. This means there is room to strengthen partnerships with parents so that there is more effective shared knowledge about children. This will enable a complete picture of children's learning and development to be obtained.

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

An effective key person system is in place in the nursery and ensures that all children are able to make strong emotional attachments. This is clearly evident when staff support and cuddle children who appear unhappy on arrival to nursery. Children behave well. They enjoy the company of other children and play co-operatively. For example, children use resources, such as rolling pins, cutters and salt dough and co-operate when other children are using equipment they require. Staff are good role models. They use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour and as a consequence, children respond appropriately when they are given clear instructions about where they can and cannot go in the nursery. For example, children who pretend to be turtles are reminded to be careful as they move in a group around the room. Staff have a good understanding and give high priority to the safety of children. They are fully aware of safeguarding policies and procedures and know what action to take in the event of a safeguarding concern. Children's behaviour shows that they feel safe in the nursery and they are aware of areas in the room they must not use.

Children develop an understanding of a healthy diet as they are provided with balanced

and nutritious food and drink. Breakfast is provided by staff on a daily basis and children develop their independent skills when they pour their own milk onto cereal. Parents and carers provide packed lunches for children who stay all day in nursery. The manager and staff share the importance of providing healthy foods to parents both informally and through induction information and regular newsletters. Staff are skilled at recognising children's need for physical exercise. Although the outdoor environment was not available on the day of inspection due to unsafe weather conditions, the manager describes how children regularly access this area and make visits to the local park. Evidence from photographs and through discussion demonstrates how this enhances children's all-round development. Children are well prepared for their transition into school as systems are in place to ensure continuity of care and learning. There are close links with schools in the local area and children are able to make regular visits. School staff make visits to children in nursery and share photographs of their classrooms and key people.

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

The manager and staff have a good understanding of the principles in the Statutory Framework for the Early Years Foundation Stage. Observation, assessment and planning documentation has recently been reviewed to come in line with the revised framework. The manager has a good overview of the curriculum and has recently started to observe staff to monitor the quality of teaching. Performance management is well managed within the nursery and staff training needs are identified through effective supervision and appraisals. New documentation for tracking children's progress is in place. The manager maintains an overview of this information. This ensures key groups of children, for example, those with additional needs and learning English as an additional language, are supported in making progress.

Children are safeguarded because the manager and staff have clear policies and procedures embedded within their practice. Effective recruitment and vetting procedures are in place. As a result of comprehensive induction procedures, staff are fully aware of their roles and responsibilities in keeping children safe. Systems are in place to ensure all areas used by children are safe, and as a result, children display a very good awareness of safety.

Self-evaluation takes into account the views of staff, children and their parents. Views are sought through one-to-one meetings with staff, ongoing discussions with children and opportunities for parents to talk openly to staff or provide written comments. The manager has a strong drive to improve the nursery and has a clear and successful improvement plan that supports children's achievement over time. There are well established links with the advisory team within the local authority and this further enhances the self-evaluation process.

Partnerships with parents are a clear strength of the nursery. Parents are happy with the information provided about their child and provide regular feedback to staff, both verbal and written. The nursery works well with other agencies such as speech and language

therapy services and other health professionals, this ensures appropriate interventions are secured for children and they receive the support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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

Unique reference number	500756
Local authority	Durham
Inspection number	819315
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	28
Name of provider	Seaside Lane Nursery
Date of previous inspection	14/07/2010
Telephone number	07876 056612

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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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