

Seahorses Day Nursery

116 Evelyn Denington Road, Becton, London, E6 5YU

Inspection date	05/12/2013
Previous inspection date	17/09/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy and settled because staff are kind and sensitive in their interactions and this supports children's well-being and learning.
- Children are confident to make decisions about their play as they are able to make choices from the range of resources available to them.
- Staff make good use of the local park to support children's physical development and their understanding of their world and the local community.
- Children are suitably safeguarded as staff understand their responsibility with regards to protecting children. Consequently, children are cared for in a safe and secure environment.
- Parents are provided with useful information about children's daily progress and what they have enjoyed at the nursery.

It is not yet good because

- The programme for literacy is weak and requires improvement. This is because staff do not provide good opportunities for older children to experiment with writing during child-initiated activities. There is a lack of labels and signs to support children with their understanding that print carries meaning and help them to gain early reading skills.
- The key person system does not always work well in practice. The arrangement for staff deployment means staff sometimes have key children who are not based in their room. Consequently, some children only spend time with their main key person for

short periods of the day.

- There is inconsistency among the staff team, for instance, hygiene procedures are not as effective in all rooms and levels of quality staff interaction are variable.
- Management have not fully developed the use of monitoring to evaluate the effectiveness of the nursery. Staff, parents and children are not actively involved in the identification of its strengths and weaknesses.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's play and staff interaction.
- The inspector and manager undertook a joint observation.
- The inspector talked with available staff and held discussions with the management team.
- The inspector looked at documentation, including a representative sample of children's records, staff supervision and suitability records.
- The inspector sought the views of parents.

Inspector

Sharron Fogarty

Full report

Information about 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 7.30 am to 7 pm for 51 weeks of the year. The nursery provides full and part time day care and is in receipt of funding for the provision of free early education for children aged three and four years. There are currently 29 children aged from birth to under five on roll all in the early years age range and it is registered on the Early Years Register. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. Nine staff are employed to work with the children. All members of staff are suitably qualified. The nursery also employs a cook who holds a food hygiene qualification. The manager has gained Early Years professional Status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the teaching of literacy by increasing the range of interesting resources and opportunities for older children to practise and develop early writing skills through their self-initiated play and exploration; create an environment rich in print by labelling resources and display signs so children learn that print carries meaning
- strengthen the key person system to ensure staff are based in the same room as their key children and always gather relevant information from parents to support children's transition into nursery
- improve hygiene practice to minimise the risk of cross-infection; ensure that pre-school children sleep on bed linen that is not shared.

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

- use monitoring and reflective practice more effectively to promote consistency of practice throughout the nursery, for example, gather and use the views of children, parents and staff to help identify areas for improvement that will raise the level of children's achievements over time.

Inspection judgements

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

Children are eager to attend the nursery and motivated to learn. They explore and play, displaying emerging levels of independence and self-confidence, both indoors and in the garden area. Most staff demonstrate a secure understanding of how children learn. Overall, they suitably extend children's development through an appropriate mix of adult-led activities and child-initiated play experiences, which maintain children's interest and mostly cover all areas of learning. In the main, staff interact with children well, they join in with their play and children clearly enjoy their playful approach to teaching. The use of open-ended questions develops children's thinking skills and supports their learning. Older children confidently share their thoughts and ideas. They eagerly join staff in singing familiar action songs and rhymes. However, levels of quality interaction vary slightly among the staff team and this affects the support the young children who are learning to talk receive. Key persons make regular observations of the children in their key group and use them to tailor the weekly planning to meet children's needs. This helps to ensure children make sound progress from their starting points and suitably develop the skills they need to move to school or their next stage in learning. Children's achievements are documented in their 'learning journey' records and include photographic evidence. Regular progress reports are written on children and show they make appropriate progress between assessments. All children have a progress check at age two and parents are kept fully informed about their children's development, both on an informal basis and through formal open evenings. This encourages parents to be involved in their child's education. Children with special educational needs and/or disabilities are supported by the setting's special educational needs coordinator who works closely with parents and outside professionals. This ensures that care is tailored for individual children and enables them to be fully included in all activities and make suitable progress.

Children in pre-school learn to recognise their name as they choose their name cards to self-register and staff teach children the sounds letters make. Children eagerly participate in a small group phonics session, whereby they match the corresponding letter sound to carefully chosen objects. Staff leading the session capture and maintain children's level of interests. They effectively adapt the activity to meet children's different learning needs so they are all suitably challenged. An appropriate range of adult-led activities are planned to help children practise their early writing skills, such as forming letters in shaving foam. Children are beginning to show an interest in early writing and they are supported to write their name on their art work. However, there are very few interesting writing materials available for children to choose from during their play. They do not have not enough opportunities to experiment with writing for different purposes, for example, by writing lists during role play, as staff do not role model writing for a purpose. Furthermore, staff are not always aware when the paper runs out and this means, at times, there is nothing for children to write on. Children take an active part in story time because staff are enthusiastic, they extend children's interest of stories by creating cosy areas where children can relax and independently look at books for pleasure. Although, there are few signs and labels used around the pre-school for children to recognise that print carries meaning in order to enhance children's early reading skills.

Babies are provided with an adequate range of age appropriate toys and resources to support their development in the prime areas of learning. Babies who are beginning to become mobile cruise confidently around the room, using furniture and equipment to help them to steady themselves. A comfortable area creates a quiet, calm space for babies to cuddle up to a teddy or to look at a book. A range of natural and household objects presented in treasure baskets enable children to follow their own natural curiosity and proves very appealing as it captures a group of babies' interests. They play alongside each other, exploring the texture and weight of the objects, supported by a member of staff, who sometimes talks to them about the noise the shakers make.

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

Children are allocated a key person when they first start to attend the nursery, to help them to settle and feel secure. However, this role is not fully effective in practice. Although children make good relationships with all the staff, best use is not made of the key person role. This is because, not all staff have key children who are based in their main room, and while they may spend time with their key children, for instance, when they provide staff cover, this means a few children's individual care and learning needs are mainly being met by other staff. This hinders children in developing an attachment with their key person.

Staff encourage new parents to visit the nursery a number of times with their children, leaving them for short periods of time to become accustomed to the environment and the adults who will be caring for them. An 'all about me' sheet is used to capture useful information from parents, so staff can start to tailor experiences to children's individual needs right from the start. Although, on occasion, the key person does not always seek to gather as much information as possible about their key children. This means, in some instances, staff are not fully able to support children who are new to the nursery with their emotional well-being. Nevertheless, children generally settle well and all staff are kind and caring. Younger children receive plenty of cuddles and confidently approach staff for help, with undoing their coats, for instance.

The walls of the corridors are used to provide parents with displays of information, for example, about the Early Years Foundation Stage, parenting advice, nursery policies and information about the staff and their qualifications. Staff communicate with parents on a daily basis through discussion and effective use of a home-link book that supports a two-way flow of information. This ensures a shared approach to children's care and learning.

Staff working with the babies take care to closely supervise them in their play as they sit behind and next to children while they are at a table or playing in the sand tray. They follow babies' individual care routines, such as sleeping, to support their emotional well-being. Staff are effectively deployed to ensure that children are supervised at all times and 'floating staff' are available to lend a hand wherever needed. Children mostly play cooperatively with their friends, taking turns and sharing resources. Staff take a consistent approach in their expectations for children's behaviour, so children quickly learn what is

acceptable. Regular praise and encouragement offered by staff promotes children's self-esteem. Children willingly take on responsibility, for example, laying the table for meal times.

In general, children's health is suitably promoted by staff. Children benefit from regular fresh air and exercise during outdoor play on a daily basis. The relatively small garden area limits the opportunities for more physically challenging active play, and for this reason, staff make good use of the local park. This enables children to grow in confidence as their physical skills develop. Children are encouraged to become independent and manage their own personal hygiene appropriate to their stage of development. They are able to access drinking water when thirsty and older children capably pour their own drinks and routinely wash hands before touching food and after visiting the toilet. Nutritious snacks and meals are prepared on site and there are effective arrangements in place for children with specific dietary needs or preferences further supporting children's health. Some practices are in place to stop the spread of infection. However, while staff working with the younger children follow good hygiene routines, for instance, with regard to nappy changing and sleeping arrangements, staff in the pre-school room are not as vigilant. There is no system in place to ensure sleeping pre-school children do not share bedding. This means these children are more prone to pick up infections through cross contamination and there are currently reported cases of childhood illness, such as chicken pox among the pre-school children.

Staff teach children about safety through planned activities and daily interactions. Children understand the importance of clearing the equipment away when they have finished playing, to make space for other activities and to prevent tripping hazards. Older children are gently reminded to be careful of babies on the floor when they walk through the room to go outside. Children are aware of the procedure to follow in the event of a fire. Staff carry out regular fire drills and this means children are escorted from the building efficiently with no emotional upset.

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

The nursery is privately owned and the owner works on site and manages the staff team. She is supported by a quality assurance manager, although this role is relatively new and needs time to embed, in order to see the desired improvements in practice. The regular supervision of staff means the manager holds meetings to review the quality of teaching and to discuss training needs. The nursery actively supports staff to follow and pursue their professional development through external training and also through in-house training events. The manager conducts some monitoring of the provision; she regularly samples children's development records and assessments to ensure they reflect the true abilities of children. However, management have not implemented an effective system for monitoring the whole nursery and use their findings to inform changes and improvements for the future. This has resulted in inconsistencies in practice and some gaps in the educational programmes.

Staff demonstrate a suitable knowledge of what to do if they have any concerns about a child's well-being. The manager who is the designated person and the majority of staff have attended safeguarding training. Required documentation is well maintained and readily available for inspection. All adults working with children have their suitability checked as part of the recruitment process. A clear induction programme helps to prepare new staff for their role. The nursery adheres to regulatory ratios to meet the needs of all children and to help ensure their safety. Several staff are trained in first aid to help deal with any accidents. Children play and learn in a safe and secure environment as staff conduct regular risk assessments of the premises. The nursery has clear systems in place for recording accidents and incidents and sharing this information with parents. The nursery cook has relevant training in food hygiene and the kitchen has been awarded a five star environmental agency rating.

Management understand the importance of working in partnership with outside agencies and parents to support children's learning and development. Information about children's progress is shared both verbally and in writing. Detailed information about the Early Years Foundation Stage framework and current topics is regularly shared with parents through discussion, displays and regular newsletters. An informative parent handbook is provided at point of enrolment allowing them to have a greater insight of the day-to-day management of the setting. A number of parents spoken to at the time of the inspection express their positive views about the nursery. They state that they chose the nursery because it had a welcoming and friendly feel. Staff work closely with development officers from the local authority to extend and strengthen partnership working and act on identified improvements.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY387536
Local authority	Newham
Inspection number	844593
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	22
Number of children on roll	29
Name of provider	Adeola Oluwatosin Amuludun
Date of previous inspection	17/09/2009
Telephone number	02074733522

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Type of provision

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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, which are usually the childminder's 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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