

# Seaward Day Nursery

61 Seaward Avenue, Bournemouth, Dorset, BH6 3SJ

<b>Inspection date</b>	26/02/2014
Previous inspection date	16/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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 welcomed into the nursery and develop trusting relationships with staff.
- Staff encourage children to become independent through the activities and in their personal care.
- Information is shared with parents on a daily basis to keep them informed about their child's care and welfare.
- Staff talk to children to help them learn how to manage their own behaviour; as a result, children are learning to share and play together with their friends.

### It is not yet good because

- Systems to review and monitor staff practice, and make sure that all staff are clear of their roles and responsibilities are not effectively in place.
- Play activities and experiences are not always sufficiently challenging to keep children interested and extend their learning
- Staff do not maximise opportunities to develop younger children's communication skills, by modelling language and introducing new words to extend children's vocabulary
- The hygiene routines and arrangements in the younger children's room do not always support children's good hygiene, such as the use of potties

## 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.

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 observed children's play and staff interaction, indoors and outside.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector completed a joint observation with the acting manager.
- The inspector spoke to staff and parents.
- The inspector looked at the systems used by the provider to evaluate the provision

## Inspector

Dinah Round

## Full report

### Information about the setting

Seaward Day Nursery has been registered since 2005. It operates from the ground floor of a converted house in Southbourne, in Dorset. Children have use of two playrooms and a conservatory, with access to a fully enclosed garden for outdoor play.

The nursery is registered by Ofsted on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are currently 34 early years children on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

The nursery is open every weekday from 8.30am to 5.30pm all year round with the exception of a week over Christmas. A total of eight staff work directly with the children, of these seven hold an early years qualification to at least level 2. In addition a part-time cook is employed. The nursery receives support from Bournemouth Early Years.

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

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

- implement effective systems to review and monitor staff practice, and make sure that all staff are clear of their roles and responsibilities.
- improve the educational programmes to provide challenging play activities and experiences for each child in all areas of learning and development
- develop children's communication and language skills by enabling younger children to experience a rich language environment, for example, by introducing new words in the context of play and activities and using more commentary and activities to highlight specific words.

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

- help children develop more awareness of healthy practices by following good routines with particular regard to the use of potties.

## Inspection judgements

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

Staff have a sound understanding of the Statutory Framework for the Early Years Foundation Stage learning and development requirements. They liaise with parents to gain information about children's routines, abilities and individual needs to help them support the children from the start. Overall, children have access to a reasonable range of play and learning opportunities to help promote their learning. This keeps older children suitably occupied and interested. However, younger children do not always engage in purposeful play as sometimes activities are not geared to their abilities and lack an appropriate level of challenge. As a result, children sometimes wander around with little engagement in activities and therefore make satisfactory progress in their learning. Planning covers all areas of learning and staff use it flexibly to allow for child-initiated learning. Overall, staff use appropriate systems to observe, assess and monitor children's progress and generally, staff use the information satisfactorily to plan for children's learning. Staff complete the required progress check for two-year-old children to share with parents and other professionals. Staff encourage children to learn to do things for themselves, such as serving their own snacks and putting their coats on to go outside. This promotes children's independence and helps them develop appropriate skills for the future.

The quality of teaching is variable and this has an impact on children's communication and language development. Some staff in the older children's room are particularly skilled at promoting conversations and questioning children's thinking skills. For example, as children help make the play dough staff ask open-ended questions, such as 'What does it feel like?' to which children eagerly reply 'it's sticky'. Staff extend children's learning to introduce mathematical language, such as 'one more,' as children add the flour, explaining about measurements as the children check if the water container is full. This helps raise children's awareness of capacity and quantities. However, support offered to the younger children is less effective. Staff do not regularly model language or introduce new words to help build on the younger children's vocabulary. For example, staff do not repeat words such as 'froggie' correctly to model language or use pictures to reinforce the meaning of new words. Children have daily access to outdoor play activities and show care and control as they move round on the wheeled toys, and climb and balance on the climbing frame. Staff stay close by as the younger children gain confidence in using the larger play equipment to help make sure that children are safe. This helps to support children's physical development. Children are provided with a variety of sensory play experiences, such as sand, paint and water, and older children able to access a suitable range of creative resources to allow them to develop their own ideas.

Parents receive sufficient information about their child's care and learning, and are aware of the records the nursery keeps to support children's learning. They see children's individual learning journey profiles and staff encourage parents to add comments about their child's achievements. This contributes towards staff working together with parents to support children's care, learning and development appropriately.

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

All children have an allocated key person who has the responsibility to care for their individual needs and to share information with parents. Staff interact with children in a warm and friendly manner which helps children to feel settled and secure. As younger children wake from their sleep, staff offer reassurance and cuddles to help children feel comfortable. Staff use appropriate behaviour management strategies to develop children's understanding of how to behave. They talk to children to remind them to use their 'kind hands' when they play with their friends and help children learn to share and take turns with others. Children cooperate well at tidy up time, quickly finding a job to do as they put the toys away in the correct tray. Staff praise children which helps boost their confidence and self-esteem. Consequently, children are beginning to take responsibility for their behaviour.

Staff understand their responsibilities to keep children safe. They carry out risk assessments and daily checks of the premises to help identify and minimise risks to children. The management take necessary steps when they identify any particular issues in the premises. For example, they recently organised work outside nursery hours to address dampness on one of the external walls. Staff plan specific topics to raise children's awareness of how to keep themselves safe. For example, they recently organised the fire officer to visit and talk to children about the dangers of fire. This generates lots of excitement as children get to see the fire engine and test the water pump. Staff follow this on to effectively reinforce the safety messages with the older children through stories and rhymes. This helps develop children's understanding about keeping safe. Children are learning to manage their own personal hygiene needs. Older children know the routine to wash their hands before they eat their food helping develop their understanding about keeping healthy. However, arrangements for younger children are less effective in promoting children's good hygiene. Staff use potties in the playroom for the children and do not encourage children to wash their hands afterwards. This does not teach children good habits. Hot meals are cooked on the premises and these are adapted to take account of any children's special dietary needs. Parents have the option to provide children with a packed lunch.

Children are able to access a satisfactory range of play equipment and make some choices about their play. Overall, the resources available are suitable to support children's learning and development, although, at times younger children have a limited selection. This means at these times, the younger children are not fully engaged in play activities to support their learning.

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

The inspection was brought forward due to concerns raised to Ofsted relating to staffing issues, staff to child ratios and the condition of the premises. The inspection found that suitable recruitment and vetting procedures are followed to check the suitability of staff to work with children. Overall, staff are deployed effectively to support children's needs appropriately. The management use agency staff to provide cover for any staff sickness to make sure they maintain the required staff to child ratios. Additional staff are employed to

cover cooking and cleaning duties who do not work with the children. There are some induction procedures in place for new staff and they hold occasional staff meetings. However, these are not sufficient in making sure that all staff are clear of their roles and responsibilities, for example, staff are not clear who is the deputy when the acting manager is not present. This is a breach of a legal requirement.

The management and staff have a satisfactory understanding of the Statutory Framework for the Early Years Foundation Stage safeguarding and welfare requirements. They update the policies and procedures to help support the running of the nursery. Staff are familiar with the nursery's safeguarding policy and procedures. They have attended training to help them know what action to take in the event of a safeguarding issue. The nursery has a clear policy in place for the use of social media and link closely with parents to gain their written consent for any children's photographs to be used on the nursery page.

The management team has used some procedures in the past to monitor and evaluate the provision. However, currently this is less effective as management is not sufficiently monitoring staff practice and the delivery of the educational programme. This has an impact on the learning and development opportunities offered to children. This means that children currently make satisfactory, rather than good, progress. The management discusses training with individual staff to support their ongoing development and this has led to two members of staff recently attending safeguarding training. The management team links with their local authority advisory worker for advice and guidance.

Parents receive appropriate information about the nursery through the parents' information leaflet, newsletters and parent notices. Staff make use of the daily communication books to keep parents informed about their child's day, such as sleep times, food eaten and nappy changes. Parents comment positively about the nursery and how staff are helpful in accommodating changes in hours of care needed.

### **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	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

<b>Unique reference number</b>	EY315405
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	952546
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	22
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Itavero Ltd
<b>Date of previous inspection</b>	16/04/2009
<b>Telephone number</b>	01202424655

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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, 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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