

Seaham House Day Nursery

North Terrace, SEAHAM, County Durham, SR7 7EU

Inspection date	30/06/2014
Previous inspection date	26/11/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage are understood by leaders and managers and are fully met.
- Staff support children's progress in the prime areas of learning to ensure that they have the key skills needed for the next steps in their learning, including being ready for school.
- There is a stimulating, well resourced and welcoming environment, both in and outdoors, which supports children's all-round development and emotional well being.
- Children's needs are quickly identified and are well met through effective partnerships between the setting, parents, external agencies and other providers.
- Staff have a good understanding of safeguarding issues. Their practice is underpinned by appropriate policies and they take appropriate action to make sure children are kept safe.

It is not yet outstanding because

- Children in the baby room are not always well supported to develop their communication skills, particularly at mealtimes.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had relevant discussions with the manager.
- The inspector talked with staff and children.
- The inspector observed activities indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to throughout the inspection.
- The inspector sampled a range of documentation, including assessments, planning and records of suitability and the qualifications of staff working with children.

Inspector

Brenda Graham

Full report

Information about the setting

Seaham House Day Nursery has been registered since 2009. It is one of two privately owned provisions, run by Tavistock Day Nursery Ltd. The nursery operates from two playrooms and the multi-purpose room in the Sure Start building, situated in the residential area of Seaham in County Durham. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6.00pm, for 52 weeks of the year, excluding bank holidays. There are currently 92 children on roll, all of whom are in the early years age range. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. There are currently eleven permanent members of staff and 6 supply staff employed to work with children. Of these one has an early years qualification at level 2, 11 at level 3, two at level 4 and three have an early years qualification at level 5.

What the setting needs to do to improve further

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

- build on opportunities to develop the language and communication skills of the youngest children further by, for example, providing a commentary and engaging them in conversation during everyday activities, such as meal times.

Inspection judgements

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

Children are well supported in their learning and development because staff have a secure knowledge and understanding of the Early Years Foundation Stage. Thus, children gain a wide range of skills that support their future learning in school. The quality of teaching is good during activities, as staff understand how children learn and provide them with good opportunities and experiences that enhance their learning. These allow children to actively explore and learn through first-hand experiences, especially during outdoor play. This includes visits to the beach, which is very near to nursery. All children progress well in their learning and development in relation to their starting points. Prior to attending nursery, parents share relevant information about their children's welfare and interests. This allows every key person to know about children's individual needs and a good partnership is formed with their families. In addition, children settle well and are active learners. Staff undertake regular observations and record these clearly, identifying the next steps in children's development across all areas of learning. Children's progress is tracked effectively and staff use the progress check for children between the ages of two and three years, to gain a comprehensive overview of what children know and can do. Individual plans are tailored to individual children's specific needs, which enable them to make consistently good progress towards the early learning goals. This means children are well prepared for their next stage in learning.

The development of children's language and communication is a main focus for the nursery. Children have good opportunities to use books to support their learning and have a range of resources available to use to practise early writing skills. Staff working with older children use every opportunity to talk, read, sign and sing to them, encouraging children's speech and language skills. Children enjoy taking part in a phonics activity. They are encouraged to choose ingredients to make a 'silly soup'. They choose slimy snail, spaghetti and sizzling sausage and receive good praise and encouragement from staff as they pronounce the words correctly. Staff working with babies however, sometimes miss opportunities during snack and meal times to encourage and enhance younger children's learning and development around communication and language. Younger children enjoy playing in a whipped desert mixture. They are supported well by staff as they slip and slide in the mixture. Children actively use their senses as they touch, taste and smell the desert. They demonstrate a sense of achievement as they manage to balance and stay upright while laughing and showing great enjoyment in the activity.

When children play outside, staff provide appropriate resources such as magnifying glasses and a bug finder to encourage children to remain actively engaged and interested. This also provides children with opportunities to develop other skills as staff members challenge children to search and identify bugs and to use a compass. Children enjoy a pirate activity in the outside area, they use their imagination well as they hide their treasure, row quickly when their pirate ship is sinking and swim the rest of the way to the shore. Parents are kept informed of their child's progress at every stage of their development and are encouraged to contribute to children's development file through bringing in photographs from home. Parents are involved in their child's learning as staff give them guidance on activities to support their child's learning at home, particularly around speech and language.

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

The nursery is a fully inclusive setting where children and families are warmly welcomed. As the nursery is based within children centre some of the families access a range of children centre activities long before children begin attending nursery. Therefore, staff are able to begin to build relationships with children and families quickly and as a result, children quickly settle and feel at home in the nursery. Staff focus on children's personal, social and emotional development, which helps children to feel content and secure. The key-person approach means that children form close attachments with a consistent adult and their needs are met well.

The indoor and outdoor environments are well resourced to support children's learning and their development of key skills. Furniture, resources and equipment are of good quality. All children are given the opportunity to use the computer and the internet. They can access programmes and games with adult support. Children have daily access to the outdoor area to engage in physical and outdoor play while experiencing fresh air and challenge. They learn about the importance of using sun cream to protect and keep them safe when playing outside.

Children's care needs are well provided for with areas to be quiet and relax both indoors and outdoors. They develop an awareness of health and hygiene because staff help them to implement appropriate procedures, such as hand washing before meals and after using the toilet. Staff have a consistent approach to managing children's behaviour and have high expectations of them. For example, when playing outside in the rowing boat staff introduce an egg timer to support the children in taking turns to use the oars. Consequently, children learn to take turns, share and respect each other. Staff provide a healthy snack of fruit and water for children. They sit with children and act as good role models to help them to learn and understand about healthy lifestyles and to encourage good table manners. Children develop confidence and independence as they serve themselves. This creates a relaxed enjoyable experience for children. Children are beginning to understand how to maintain their own safety, for example, they are reminded to use their walking feet when moving around indoors.

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

Safeguarding is important to management and staff and they implement a range of methods to ensure children are safe. All doors in the children's centre are locked, including the main door into the nursery. Staff and visitors have to sign in and out each time they leave and enter the building and there are registers for staff and children. There are clear policies and procedures for safeguarding children, including robust recruitment procedures for vetting and assessing the suitability of all staff. The nursery is led by a well-qualified management team, which has a positive impact on the care and learning experiences that children receive.

Management demonstrate a good understanding of their role in meeting the learning and development requirements of the Early Years Foundation Stage. They have procedures in place to monitor the educational programme, enabling children to have opportunity to experience a wide range of activities and to progress in their learning and development. The amount of paperwork staff are expected to complete has been reduced in order to allow them to focus upon being with the children and developing activities to challenge and develop children's skills further. Management monitor staff performance through observations, and supervision meetings. They are supportive of staff developing their practice. Consequently, staff have access to on-going training and are qualified to meet children's needs.

The management team strive for high-quality provision and continuous improvement. Through their self-evaluation they identify their strengths and areas to be improved and put in place plans for the further development. Staff develop good relationships with parents, keeping them well informed about their child's care and learning and about what is happening within the nursery. A range of policies and procedures meet the welfare requirements and help to keep children safe. The nursery has a policy of welcoming parents into the setting as management and staff are fully committed to working in partnership. Parents are invited to attend formal meetings with their child's key worker to share their child's development file. They are encouraged to complete their observations

and comments into their child's file in order to complete an holistic picture of the child's development. Parents speak very highly of staff and are happy with the care provided by the nursery. They value the support provided for their children and give examples of their personal experiences where staff have 'gone the extra mile' to meet the parents and children's needs. Parents describe how this has relieved stress for them. The nursery develops links with schools to support children when the time comes for them to move on. They also have good links with other agencies to provide all children with good levels of support to meet their needs.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY396805
Local authority	Durham
Inspection number	859827
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	92
Name of provider	Tavistock Day Nursery Ltd
Date of previous inspection	26/11/2009
Telephone number	01915816911

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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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