

Seashells

Community Hall, 4 Station Road, New Romney, TN28 8LG

Inspection date

Previous inspection date

27/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	2
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 confident as they gain strong emotional security.
- The relationships between the children and staff promote children's positive well-being.
- Staff use the good quality resources, furniture and equipment well to help support children's learning and development.

It is not yet good because

- Staff supervisions are not used effectively to promote and improve staff knowledge and professional development and to drive improvements in the outcomes for children.
- Staff do not complete the required progress checks for two-year-old children.
- Staff have not developed successful strategies to engage all parents in their children's learning and development, and do not involve parents and children in the self-evaluation process to identify areas for improvement.

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 checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.
- The inspector looked at some children's records, including their learning assessments.
- The inspector observed activities in the play rooms and the outside play area.
- The inspector completed a joint observation and held meetings with the nursery manager/provider.
- The inspector spoke to parents during the inspection.

Inspector

Sue Taylor

Full report

Information about the setting

Seashells is a privately owned nursery and it registered in 2014. It operates from the community hall in New Romney, Kent. Children have access to the sports field for outdoor play. The nursery is open each weekday from 8am to 6pm, all year round except for bank holidays. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently 50 children aged from 11 months on roll, all of whom are in the early years age range. There are nine members of staff, including two volunteers, one of whom is an administrator. Seven members of staff hold recognised childcare qualifications; one at level 4, five at level 3 and one at level 2. The nursery receives funding for the provision of free early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- implement robust supervision arrangements that provide staff with a clear programme of support, coaching and training to ensure that they fully promote children's all-round learning and development
- ensure that the required progress checks for two-year-old children are carried out, providing parents with a short written summary of their child's development.

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

- strengthen partnerships with parents by involving them in their children's learning and development, encouraging them to share information on children's achievements at home, and engaging parents and children in the self-evaluation process to identify areas for further development
- improve the environment and resources by providing a positive reflection of diversity to promote children's awareness of differences and similarities.

Inspection judgements

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

Staff are aware of their key children's individual learning needs. They receive information from parents when children first start so they have some detail about children's likes and dislikes. This helps staff plan and make initial assessments about a children's learning needs. The child's key person observes as children play and regularly assesses what stage of development children are at. The key person uses these assessments to decide children's next steps in their learning and plans activities to support these. Regular summary assessments help inform parents about their children's progress. However, staff do not complete the required progress checks for two-year-old children and provide a written summary of children's development in the prime areas of learning to parents. Parents are able to view their child's learning record when they want. They can take them home to share with others and have discussions with their child's key person. There are daily communication books that are informative but these tend to concentrate on children's care needs rather than any specific learning needs. Strategies to engage parents to promote learning at home and provide feedback are not always successful and require improvement

Staff suitably support children's developing communication and language skills. They listen to and value what every child has to say. Staff use appropriate questioning techniques that encourage children to think of an answer. Staff are generally effective at engaging children and motivating them to join in with activities. Toddlers confidently explore their room and make easy choices from the available resources. For example, toddlers use all their senses as they choose to play in the sand pit, explore the sand and then look at themselves in a mirror. Older children enjoy the water tray, using pipettes to fill up containers developing their physical skills and understanding of measure and capacity. Staff spend time with older babies who are beginning to walk, encouraging them to stand or take their first step. Children show an interest in mark making and have ready access to paper and tools such as pencils or chalks, which promotes their early literacy skills. Staff encourage children to put their own coats and shoes on to go outside. Children are confident and keen to communicate with the staff and others. Overall as a result, the children are acquiring the skills they need for going to school.

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

Staff are successful at helping children to develop strong attachments. This promotes their emotional well-being well. The key persons develop positive relationships with parents that help them to gain the information they need to meet children's care needs. This may include following home routines for sleeps. There are systems in place to ensure that the staff routinely assess and support children's well-being and involvement. Staff sensitively manage children's moves from the baby room to ensure children remain happy, confident and settle well in their new room. For example, a staff member may go up to the next room as her key children are ready to move. Children gain confidence and independence skills as staff encourage them to make choices about their play in the child-centred environment. Older children are able to go to the toilet when they need or pour themselves a drink of water when they are thirsty.

The equipment and resources throughout the nursery are of good quality and provide

varied play and learning experiences. The low-level furniture in the baby room is ideal for young children to pull themselves up and begin to walk around. All children go outside daily to play in the fresh air and enjoy playing physically energetic games using resources such as balls and hoops. The staff are vigilant as the area is not enclosed and children wear high-visibility jackets for easier supervision. Children are beginning to learn about the importance of having a healthy lifestyle from having a healthy snack and playing outside. They learn how to keep themselves safe as they practise fire evacuations with staff and use knives to cut fruit up for snack. The staff manage children's behaviour well and give explanations. Children happily share resources and show they listen well.

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

Staff ensure that the premises are safe and secure with daily checks. They supervise children well, both indoors and outside. Staff undertake safeguarding training and there are clear written procedures in place. They have a secure awareness of child protection issues and a clear knowledge of the processes to follow should they have any concerns about children's welfare. A rigorous recruitment system is in place that includes obtaining appropriate checks helping to ensure the suitability of staff. The provider has an induction process that she implements for new staff to help them have an appropriate understanding of their roles and responsibilities. However, staff are not receiving good quality supervision that provides them with coaching and training to foster continuous improvement. The provider does not have an effective self-evaluation system. The views of others, such as parents are not being taken into account in devising clear development plans to bring about improvement. The provider and staff are keen to develop and have the capacity to improve.

Staff are meeting most of the learning and development requirements, although the progress checks for two-year-old children lack the required detail and copies are not given to parents. Furthermore, staff have not implemented successful strategies to engage parents in supporting their children's learning. The provider oversees the children's learning records that key persons maintain. The records help ensure that children are making steady progress because key persons identify any learning gaps for individual children and plan to narrow these. The two-way flow of communication with parents helps ensure that staff meet children's care and welfare needs. There are established links with other early years settings that children also attend. This helps staff meet children's needs, supporting partnership working.

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

Unique reference number	EY474410
Local authority	Kent
Inspection number	949745
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	50
Name of provider	Sarah Marie Kingsman
Date of previous inspection	not applicable
Telephone number	07956057323

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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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