

Seahorses Day Nursery

Enfield Christian Centre, 5 Elsing Road, ENFIELD, Middlesex, EN1 4PG

Inspection date

29/08/2014

Previous inspection date

27/02/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- Children are very confident and show good levels of independence. This is because staff provide interesting experiences in the playrooms and outdoor environments, which build on children's interests and stimulate their learning.
- Partnerships with parents, carers and other professionals are strong and, as a result, children make good progress in their development given their starting points.
- Staff are good role models. They are deployed well, use consistently applied strategies and provide clear guidance for children about acceptable behaviour. Consequently, children are settled and happy in their play, and behave well.
- The leadership and management systems are good, because there are effective procedures in place for performance management. Staff are fully aware of their safeguarding responsibilities and are keen to develop their knowledge and practice further, to enhance children's progress.

It is not yet outstanding because

- Staff do not consistently provide rich and varied experiences, or resources, to promote younger children's early reading skills, and to help them recall events and past experiences.

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 observed activities in two rooms and in the outside area. She also observed the lunch-time arrangements and snack time.
- The inspector looked at evidence of the suitability and qualifications of staff, and a selection of policies and procedures. She also looked at performance monitoring systems and evaluation documents.
- The inspector looked at children's learning files, which contained planning, observations and assessments. She also looked at the evaluations of children's assessments.
- The inspector completed a joint observation with the manager and had discussions with the registered person and senior staff.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Anahita Aderianwalla

Full report

Information about the setting

Seahorses Day Nursery (Enfield) registered in 2013 and is managed by a private individual who operates two other settings in the London area. The nursery is located within the London Borough of Enfield. There are three rooms and children have access to an enclosed outdoor play area. The nursery is open each weekday, from 7.30am to 6.30pm, for 51 weeks of the year. There are currently 27 children on roll, in the early years age group. The children attend on a full-time and part-time basis. The provider receives funding for free early education for children aged two, three and four years. The staff care for children with special educational needs and/ or disabilities. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are six members of staff, including the manager. All staff hold appropriate early years qualifications and, of these, three staff are currently working towards a higher childcare qualification. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- introduce new resources and practices to further promote younger children's pre-reading skills and ability to recall past events and experiences.

Inspection judgements

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

Staff have a good knowledge of how children learn, and effectively promote and enhance children's development. Children freely explore the stimulating environment with a lot of confidence and enthusiasm. Teaching is good. Children are highly motivated by the staff to use resources independently and do so effectively. As a result, they make good progress in their learning and development. For example, during outdoor play, children explored pouring water in and out of containers and funnels. There are pictures and labels of numbers and measurements displayed on the wall to teach children to use the correct mathematical language. Children eagerly measured, and talked about, the amounts of water in each container, as staff used purposeful language to represent the exact amount of water they had poured into each one. Consequently, children's mathematical development is inspired through hands-on activities, because they are active learners.

Staff provide younger children with good levels of challenge during activities. For example, toddlers engaged in a building a bug hotel, as they played outdoors. They found several items in the garden, and demonstrated their early sorting skills by separating the ones they could use to build a home for the bugs and discarding the others. Staff talked about the bugs and the natural materials that children could use, such as sticks and grass. They

encouraged children to consolidate their skills and try new experiences as they became deeply involved in their learning. Therefore, staff effectively extend children's interests and abilities.

Children's individual learning files document their progress and include photographs of their many interesting experiences. Staff observe and assess children regularly to plan for the next stages in their learning. They also complete the required progress check for children who are between the ages of two and three years. This enables them to share children's strengths with their parents and work with parents to quickly rectify any gaps in their learning.

Children's communication skills are promoted well by staff who encourage older children to share their accounts of events, such as family holidays. Children effectively share their ideas and thoughts. Staff ask useful questions to help children think and give them time to formulate their answers. Children answer questions with ease and give very clear explanations that connect their learning to their experiences. This demonstrates their understanding of early communication concepts when they talk, and listen, to others.

Staff find out key words from parents to effectively help children who are learning English as an additional language. Babies understand what is being said to them as they begin to point and gesture, and use sounds to communicate. Staff encourage children to become involved in storytelling, for example, as they use an electronic talking bear. Each child takes turns to hold the bear, and press one button, so they can hear the next part of the story. Children enjoy early reading as staff promote their listening and attention skills further, making sounds and focusing on key events in the story. However, staff do not fully maximise enjoyment of early reading for younger children, because they do not provide resources or props to further involve children and help them recall past events.

Staff encourage children to express themselves through being creative and such experiences are very evident throughout children's experiences. For example, children freely explore a wide variety of media, including experimentation with various textures and materials. Children's imaginations are promoted well as staff engage them in role play. For example, they pretend to build three houses made of straw, sticks and bricks, and link their play with a favourite traditional story. Staff promote children's language skills and vocabulary well, and model real-life scenarios. These experiences mean that staff help children to make good progress from their initial interests and skills. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stages in their learning.

Staff involve parents in their children's learning from the start. Parents are encouraged to visit the nursery for a few days with their child, to help children settle. This process is flexible and solely depends on the needs of the child. They complete an information sheet, sharing their children's initial interests and preferences. Parents are made welcome and come into the nursery where they can gain a further understanding of their children's development. This partnership working, promotes children's learning and development at home. For example, the provider offers stay and play sessions and parents' evenings where parents are encouraged to look at their children's development files. These opportunities mean they are well informed of their children's progress. Parents are kept

informed about their children's experiences at nursery and the staff, through newsletters, an informative website and the parents' notice boards. This partnership is used effectively to help children to feel confident and to promote good progress in their learning and development.

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

The staff successfully promote children's well-being. They provide a welcoming, friendly environment for children, greeting both them and their parents warmly on arrival. This enables relationships with children and their key persons to be strong, so that emotional attachments between the staff and children are secure.

Children arrive excitedly at the start of the day and are pleased to see their friends. They feel at ease to talk and interact with their friends, staff and visitors. This shows they are happy to freely explore their surroundings and enjoy what they are doing. Children's behaviour is good. Staff use consistent strategies, clear guidance and support to help children learn about acceptable behaviour. They are calm, positive role models who help children to understand about the importance of being kind to each other, sharing and taking turns.

Children behave well, share and take turns with the resources, and show empathy for one another as they play. This also fosters children's ability to develop friendships with their peers. Children enjoy being involved in tidy up time as they show they care for their environment.

Staff help children to learn about adopting healthy lifestyles. For example, they talk to the children about washing their hands before they eat and after visiting the toilet. They provide them with a healthy balanced diet, which includes vegetables and fruit. Staff enhance children's understanding of healthy lifestyles, because they enable them to enjoy playing in a very well-resourced outdoor area. For example, children enjoy role playing with a wide variety of natural resources in the mud kitchen. Staff remind children about safety during their activities and older children learn to conduct their own risk assessments for the outdoor space. Staff further promote children's awareness of keeping themselves safe as they talk to the children about road safety and regularly practise the emergency evacuation procedures with them.

Staff promote the older children's independence during mealtimes, because they encourage them to be a helper for the day. Children are also encouraged to pour their own drinks and serve themselves at mealtimes. Their independence is further fostered throughout the day as staff prompt them to do up their own coats and put on their shoes, as they get ready for outdoor play. This further supports children's readiness for school.

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

Safeguarding practices are effective because the provider and all staff fully understand the safeguarding and welfare requirements. There is a detailed safeguarding policy in place and staff understand about child protection procedures. They know who to contact, and the procedure to follow, if they are worried about a child's welfare. The provider has a clear recruitment procedure and all staff are subject to identity and suitability checks when they are recruited. This helps to ensure they are suitable to work with children.

All childcare staff complete regular safeguarding and paediatric first-aid training. Staff-to-child ratios are appropriately maintained at all times, and staff are deployed effectively to ensure children's needs are met. The provider checks the ongoing suitability of staff through induction procedures, appraisals, training and observations of staff practice. Policies, risk assessments and procedures are continually updated to take into account any changes. Entrance is gained to the nursery by using a doorbell and only staff answer the door. This means that children are protected well in the nursery. The provider also uses a closed-circuit television monitor throughout the day.

The management team effectively monitors the children's learning and development files, in order to check that the quality of the educational programmes is maintained. They regularly discuss children's progress with staff, to ensure the records are a true reflection of children's development. Various tracking documentation enables the management team to fully understand children's progress. This is evaluated and staff are informed of any areas of learning that need enhancing. This means that staff can quickly identify and address any delays, or gaps, in children's learning.

The management team has completed a thorough self-evaluation that identifies the strengths of the provision and areas for development. This is used to set challenging targets for improvement. The team holds regular staff meetings to identify priorities and set new targets for improvement. The good monitoring of the provision, by the management team, ensures that any areas for development are quickly identified and an appropriate action plan is implemented. The manager clearly promotes the continuing professional development of staff and encourages them to attend training. Staff have regular supervision meetings to discuss children's progress and also their own development. This drive for good, well-qualified staff means that all staff feel supported and appreciated in their roles. Staff who care for the children with special needs and/or disabilities have attended training to find out more about the planning for their individual needs. As a result, this enables staff to effectively promote good learning outcomes.

Staff put a strong emphasis on developing secure partnerships with parents and other professionals. All parents spoken to during the inspection were very happy with the care and education their children receive and highly recommend the nursery to others. Staff check with parents that key words in children's home languages are appropriate, so that they can effectively support children to learn English as an additional language. Questionnaires and a comment box are used to seek the views of parents. There are good relationships with staff at the local schools and with the local authority. These links help to ensure children's needs are consistently met.

Partnerships with others are robust. Staff help children with special educational needs and/or disabilities to progress, through intervention processes and discussions with their

parents about how best to support them. Information is provided to parents about the provision, their child's care, and their learning and developmental progress. The nursery staff work closely with local schools to help ensure smooth transfers for children moving on. This contributes to meeting children's individual needs effectively.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY467668
Local authority	Enfield
Inspection number	965410
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	31
Number of children on roll	27
Name of provider	Adeola Oluwatosin Amuludun
Date of previous inspection	27/02/2014
Telephone number	01992 769940

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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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