

# Seahorses Day Nursery

Winterleys House, Albert Road, London, NW6 5DR

## Inspection date

13/11/2014

Previous inspection date

25/03/2014

## 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

- The role of the key person ensures children develop secure attachments. As a result, children feel safe and secure in their relationships and are confident in expressing their ideas and needs to one another and to the staff.
- Staff provide an enabling environment, which effectively promotes children's language development. Therefore, children develop good language skills, show good levels of involvement and are happy to learn.
- Staff have developed strong partnerships with parents, which means there is a unified approach to support children's learning. As a result, most children develop at expected levels and gaps are closing.
- The provider and manager have a positive attitude for development and work closely with other professionals and the staff team. This helps ensure the setting continues to improve.

### It is not yet outstanding because

- There is scope to further develop staff's teaching skills to help them extend children's ability to think, such as by giving children the time to work out their own ways to find an answer or to solve a problem, particularly during planned group times.

## **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 had a tour of the premises with the manager.
- The inspector observed children's play indoors and outdoors and sampled children's records.
- The inspector took account of the views of parents.
- The inspector conducted joint observations with the managers.
- The inspector discussed self-evaluation systems and key aspects of the Early Years Foundation Stage requirements with the provider.

## **Inspector**

Carolina Montesinos

## Full report

### Information about the setting

Seahorses Day Nursery registered in 2013 and is one of three nurseries run by a private provider. It operates from a community hall in Kilburn, in the London Borough of Brent. There is access to one room that has a low-level divider to provide a separate area for babies. There is an enclosed secure outdoor play area. The nursery is open each weekday from 7.30am to 6.30pm all year round, except Christmas and bank holidays. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is in receipt of funding for the provision of free early education to children aged two, three and four years. Children attend for a variety of sessions. There are currently 13 children on roll in the early years age range. Children with special educational needs and/or disabilities and children who are learning to speak English as an additional language attend the nursery. The nursery employs seven full-time members of staff and a part-time cook. Five staff members hold appropriate early years qualifications and two staff are working as apprentices. The provider and manager hold Early Years Practitioner and Early Years Teacher status.

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

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

- further develop staff teaching skills to help them extend children's ability to think; for example, by giving children time to work out their own ways to find an answer or to solve a problem, particularly during planned group times.

## Inspection judgements

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

Staff provide an engaging and enabling environment, which supports children's language development and imaginative play. For example, children enjoy pretending to make a cup of tea for each other and going shopping on a bus, re-enacting daily life events. Staff are deployed effectively and become involved in children's activities to support and extend children's play. They do this by adding resources, introducing new vocabulary and modelling positive play. Therefore, staff create an environment in which children become involved, develop good language skills and enjoy learning.

Staff are implementing a much improved system for observation assessment and planning. This means that they take into account the views of the parents when planning the educational programmes. Staff also consider the interests and needs of the children in their initial, and ongoing, assessments. They carefully observe and track children's progress closely, to support children in making the next steps in their learning. Staff have implemented a key person system that works well. They identify individual learning needs

and they review and adapt their practice constantly, to meet the needs within the group. This means staff plan daily activities that are child centred and which help children make progress in their learning from their starting points. Staff provide multilingual resources, such as books and posters, to support children who speak English as an additional language. This supports children's communication and language skills and their self-confidence. Babies also develop physical and language skills as part of the planning of sensory play. For instance, babies enjoy making playdough and use their hands and other tools to mix the ingredients, as staff talk them through the process.

All children demonstrate good levels of involvement in their activities and are very confident in making choices in their play. For example, as children see a table set up for an activity they sit down and talk through their plans with each other; they make comments such as, 'I am going to draw my favourite shape'. Children learn early writing and literacy skills in meaningful contexts. For example, they choose to 'write' their names on their finished piece of work, and staff extend this by introducing phonics. As a result, older children begin to explore initial sounds in their names and say them out loud as they write. This helps prepare children for going to school. However, at times, staff do not fully extend children's thinking. They do not always ask further questions or give children the time to work out their own ways to find an answer, or to solve a problem. For instance, as children talk about the days of the week at circle time, staff intervene too quickly. They provide an answer rather than encouraging children to work out what comes next.

The staff have a strong focus on partnership work. They ensure there is consistent two-way communication between the nursery and the home. For example, parents feel their children develop good social skills and are learning to manage their own personal needs with the support of the staff. Staff complete progress checks for children between the ages of two and three years and share this with parents, and other professionals where necessary. This helps identify additional or specific needs. Staff support children with special educational needs and/or disabilities effectively. They regularly communicate with other professionals involved in a child's life, to work on targets together. Therefore, most children develop at expected levels and those who fall behind receive the support they need to move forward in their learning.

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

Children enjoy their time at nursery and build strong attachments with their key person. Babies and toddlers show their affection as they go to give their key person a hug when they see them. Children settle in quickly because the staff are sensitive to individual needs and there is effective communication with parents. As a result, children are confident in expressing their needs and interests to the staff. For example, young children, say 'No more' when they have finished playing with play dough, and older children express their preference for an activity over one suggested by the staff. This shows children feel safe and secure in their relationships and become confident learners.

Staff are good role models and give children timely and meaningful praise. This has a positive impact on how children prepare emotionally for their next steps. Children's work is

proudly displayed around the nursery. This helps children have a sense of belonging and promotes their self-esteem. Staff speak softly and treat children with respect. As a result, children learn to be polite, listen to instructions, and share their toys with each other. Staff implement good behaviour management strategies and teach children to play safely. For example, they remind children of safety rules, such as walking inside and use a sand timer to teach children to wait for their turn. This creates a busy, but relaxed, atmosphere and children show enthusiasm in participating in activities that promote cooperation and positive behaviour. For example, they sing along and help tidy up their toys.

Mealtimes are social occasions and staff see them as good opportunities to promote children's learning. Children learn self-help skills as they serve themselves, pour their own drinks and learn to eat independently. They also learn to respect each other. They use language to communicate needs and wants, and to negotiate. For example, children discuss how to share the last fish cake at lunchtime. This extends children's language development and promotes a calm and friendly environment. Staff promote good hygiene routines and help children understand the importance of healthy eating and exercise. Children have regular access to fresh air and outdoor play. This involves high-energy activities, such as climbing, riding and running, as well as activities that promote exploration such as, water play, planting and digging. Children wash their hands before and after meals, and older children learn to do this independently. Staff provide balanced and nutritious meals, and fresh fruit and vegetables for snack. They also offer milk and water to drink.

Staff are vigilant and supervise children's play well; they also conduct daily safety checks of the premises and involve children in the process. This ensures accidents are minimised and children learn how to stay safe as they play. Children also learn what to do in case of an emergency as they participate in fire-evacuation drills. Staff have a good understanding of child protection issues and can clearly explain signs which would give cause for concern. They also understand their role in protecting the children. They have recently attended update training, and complete regular safeguarding questionnaires during staff meetings. This helps the management monitor staff knowledge and their implementation of the safeguarding policies. It also ensures the staff know the correct the procedures to follow if they have a concern, or if an allegation is made against a member of staff. This helps ensure children's welfare is being protected.

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

The provider and manager have a good understanding of the learning and development requirements and have developed a secure system to monitor the progress of the children attending. This is now reflected in the staff's practice. The manager works closely with the staff and carries out regular staff observations. This allows her to identify areas for development and discuss next steps and training needs with the staff. Therefore, the quality of teaching has improved considerably since the last inspection. Staff have good partnerships with parents and other professionals, and they intervene early to provide targeted support for children. As a result, most children make good progress in their

learning, and those who fall behind access timely and consistent support, so that gaps are closing.

There are now robust monitoring systems, which allow the management of the setting to monitor the quality of provision and to tackle issues quickly. The managers have a positive attitude towards improvement and welcome feedback from other professionals to develop their action plans. Staff performance and the quality of provision are monitored through a range of informal and more structured meetings with the management team. The provider supports professional development and ensures staff have plenty of opportunities for training. This includes updating required training such as safeguarding, first aid and food hygiene, as well as support with furthering their knowledge and qualifications. For example, the deputy manager has recently attended a leadership course and Special Educational Needs Coordinator training, and some staff are currently completing their level 3 qualification. Therefore, there are good systems for professional development and this is having a very positive impact on outcomes for children.

The provider and the staff team ensure they have a good understanding of the safeguarding and welfare requirements. All policies and procedures, and other required documentation, are in place and used for the effective running of the setting. Management implements robust systems for recruitment, induction and supervision, to help ensure the ongoing suitability of the staff. The provider completes Disclosure and Barring Service and reference checks for every member of staff. This helps ensure that all staff are safe to work with the children. Staff complete rigorous general, termly and daily risk-assessment checks of the premises. They have worked through their action plans to ensure the outdoor space is kept clean and safe, and is an inviting place for children to play. There are three staff who currently hold paediatric first aid certificates, and the rest are booked to attend. Staff ensure they keep records of any accidents in or outside the setting and share this with parents.

Staff provide consistent opportunities for parents to give feedback. They gather parents' views through parents' meetings, the settling-in review and through progress reports. Parents confirm this at inspection and mention that they attend parents' meetings and look at children's files, to know and discuss targets set for their child. The provider and manager build good links with the local schools and ensure all relevant information about the children is shared with their next setting. This helps continuity of provision and supports their moves to school. Staff also prepare children for school, through role-play activities and visits to their next settings. This helps children learn to take change in their stride and become excited about going to school.

### 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. 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

<b>Unique reference number</b>	EY465629
<b>Local authority</b>	Brent
<b>Inspection number</b>	980255
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Adeola Oluwatosin Amuludun
<b>Date of previous inspection</b>	25/03/2014
<b>Telephone number</b>	0207 6243373

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

