

# Seahorses Day Nursery

116 Evelyn Denington Road, Becton, London, E6 5YU

<b>Inspection date</b>	10/12/2014
Previous inspection date	05/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Children feel safe and secure through developing trusting relationships with key persons, who are receptive to their individual needs.
- Staff's strong partnership with parents contributes considerably to children's well-being.
- Staff encourage children to represent their experiences, by giving them the necessary support and resources to develop and extend their imagination.
- All children enjoy exploring different ways to make marks, thus developing their early writing skills.

### It is not yet outstanding because

- Staff do not always provide opportunities for older children to practise and extend their physical abilities, particularly when using some outdoor play equipment.
- Staff do not always give children a choice of cutlery at meals times to further promote their independence and enhance their self-help skills.

## 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.

## Inspection activities

- The inspector held discussions with the manager.
- The inspector observed staff interaction with children.
- The inspector sampled a range of documentation that included staff records, risk assessments, nursery policies, and children's observation and assessment records.
- The inspector held discussions with parents.

## Inspector

Jennifer Liverpool

## Full report

### Information about the setting

Seahorses Day Nursery is privately owned and registered in 2009. The nursery operates from a self-contained building with two play rooms, a conservatory area and includes kitchen, changing area, children's bathroom and storage space. There is a secure area for outside play. The nursery is situated in Becton, in the London Borough of Newham. The nursery is open each weekday from 7.30am to 7pm, for 51 weeks of the year. The nursery is registered on the Early Years Register. The nursery provides full and part-time day care, and the provider is in receipt of funding for the provision of free early education for children aged three and four years. There are currently 16 children on roll. All members of staff are suitably qualified. The manager has gained Early Years Professional Status.

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

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

- improve opportunities for children to develop their self-help skills at meal times
  
- extend opportunities for older children to experience more physically challenging activities when outdoors.

### Inspection judgements

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

Staff undertake regular observations of children at play, which they effectively use to plan for each child to meet their learning and developmental needs. In addition, the key persons complete an internal transfer record of children's assessments before they move to a new room. This shows how children are progressing, as well as their change of interests and development of new skills. Consequently, children are well prepared for the next stage in their development and learning.

Children's communication and language skills are developing well. This is because staff speak clearly when talking to children. They label objects, repeat words and use simple phrases when talking to babies. Staff asks open questions to encourage children to think, reflect and express their ideas. They also encourage children to talk with each other during group situations, such as circle and meal times. As a result, children are becoming confident speakers.

Staff encourage all children to explore making marks. They provide regular opportunities for young children to use their fingers to make marks in sand play. Young children enjoy using paint brushes to create circles and lines during painting activities. Staff have set up

a permanent writing area equipped with a range of paper, writing tools and other stationery items to support children develop early writing skills. Staff further offer writing materials in the role-play area, which children use for making marks, when pretending to play doctors, nurses and shopkeepers. Older children are learning to form some letters of the alphabet and children that are more able are beginning to write their names. Consequently, children are acquiring the skills they need to be ready for school.

Children learn about the local environment through discussion, topic work and visits within the neighbourhood. For example, children say that they go on shopping trips with staff to buy food for their Christmas party. Staff take children out on trips to the train station, so that they can learn about and gain experience of using different types of transport. Additionally, children learn about the roles of the emergency workers and this helps to develop their understanding of how to keep safe.

Staff promote children's creative skills well through a varied range of activities, such as painting, making objects from dough and modelling with blocks and bricks. Staff provide children with regular opportunities to explore and make sound from musical instruments. They learn to play a variety of instruments, such as drums, maracas, tambourines and bells. Children are also beginning to control the sounds they make with musical instruments, as they follow staff's instructions to play fast, slow, loud and quiet sounds. Children show that they are developing a positive attitude to music.

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

The manager and key persons work with parents prior to their children starting, so they get to know the children's development and individual care routine. This helps staff to effectively plan for children's individual needs. The key person stays close by when children are young and new to the nursery, in order to give them reassurance in a new environment. Therefore, children are happy, well settled and secure, which enable them to develop a genuine bond and trustful relationships with their key persons. Staff use visual aids on wall displays to help children become familiar with the changes made to the daily routine. This benefits children when they are new to the nursery and helps to promote their self-reassurance. In addition, staff support younger to help prepare them for moving between nursery rooms, which helps them to feel emotionally secure for their next stage of learning.

Staff help children to develop friendships, as they encourage them to be involved in small and large-group situations, such as circle-time sessions and at meal times. Staff encourage younger children to develop a caring attitude to others, by helping them to learn to share and take turns during game, and at routine times. Children behaviour is good overall. This is because staff set consistent boundaries and give reasons to ensure children understand why certain behaviour is not acceptable. The children participate enthusiastically in helping staff to tidy up before meal times. They put away their toys in storage trays and know where things go. Consequently, children are beginning to treat property and their environment with care and concern. Staff teach children to be safety conscious as they encourage children to help when carrying out visual checks indoors and

outdoors. Additionally, children learn to how to stay safe as they regularly practise the emergency fire drill procedures with staff.

Staff demonstrate that they know and understand how to reduce the spread of infection or germs to children through effective daily routines. For example, staff clean the top surface of sleep mats and nappy changing mats, before and after each use. This helps to ensure that children play in a clean environment and receive support to develop good personal hygiene. Key persons make up baby milk feeds and bottle-feed babies according to their parents' wishes. Furthermore, they follow babies' individual routines for eating and sleeping. This ensures continuity of care and contributes to babies' physical health and well-being.

Children benefit immensely from the nutritious meals that are cooked on the premises. They eat healthy snacks, such as fresh fruits and freshly cooked meals for their lunch. Children enjoy eating turkey with stuffing, roast potatoes, mixed vegetables and rice. Children demonstrate a growing independence as they see to their own personal needs, such as dressing and undressing, washing their hands and deciding when to have a drink. Young children are learning to feed themselves independently. Children hold forks very well to eat their meals, thus demonstrating good hand-to-eye coordination skills. However, staff do not always give opportunities to children who are more able to use knives, so that they can learn to cut their foods to enhance their self-help skills.

Children play outdoors in fresh air, exercising and developing their balance and coordination. The children's have good opportunities to practise their physical skills in using a range of outdoor physical play equipment, such as hoops, balls, see-saw and tricycles. Younger children are developing skills to push and pull play equipment and learn to ride tricycles. However, staff miss opportunities to challenge older children to develop their physical ability, for example, climbing skills as they only have access to a mini slide.

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

The staff attend child protection and safeguarding training to them recognise when a child may be in danger. This helps them to be familiar with the process for managing any concerns. Staff keep children safe and secure because they carry out daily risk assessments, indoors and outdoors. This helps them to quickly identify and address any potential hazards. This means that children can play and explore with minimal risks to their safety. The manager has put in place effective recruitment and vetting systems, which helps to ensure that staff are suitable to work with children. This helps to promote children's safety and well-being as staff are suitably vetted. All required records for the safe management of the children are in place and well maintained, as required. The majority of the staff hold current paediatric first-aid certificates, which means that children receive appropriate care.

The staff work well together as a team and are certain about their roles and responsibilities within the nursery to promote children's welfare. The manager offers staff

clear communication and guidance through induction training, regular supervision and peer observation sessions. This effectively supports staff to deliver the early years educational programme for the children. The provider and staff constantly evaluate and reflect on their practice to strengthen further the provision of care for children. Staff consider parents' views about the service to help ensure continuous improvements are in place. The provider has successfully addressed the actions and recommendation raised at the last inspection. For example, the key-person system has been strengthened, as all key persons are now based in the same room as their key children, and take full responsibility for meeting the children's individual needs. Consequently, children develop warm relationships with staff that are responsive to their individual needs. Furthermore, staff provide good opportunities for children to explore making marks and developing their early writing skills. For example, there are labels on wall displays and storage units to help children gain early reading skills. Additionally, staff use effective daily routines that promotes children's good health. Overall, these improvements have been valuable and have resulted in better outcomes for children's learning and development.

Staff have formed good partnerships with parents, as daily discussions and written daily diaries enable parents to have an understanding of their child's general well-being, and activities during the day. Staff involve parents in their child's learning by giving suggestions regarding activities that parents can do at home with their children. Parents contribute to their children's assessments, as they bring in photographs of their child's achievements at home to add to their children's developmental records. This helps to enhance children's learning. The nursery staff welcome the support they receive from the local authority advisors and the training opportunities that are on offer. This helps to support children in the nursery. Staff work with parents and school teachers to help ensure children receive the support they need to help them move from nursery to school. The manager and staff recognise the importance of working with other professionals and have links with other agencies. This allows staff to access support and guidance to help meet the additional needs of the children, when required.

## 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>	EY387536
<b>Local authority</b>	Newham
<b>Inspection number</b>	962856
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	22
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Adeola Oluwatosin Amuludun
<b>Date of previous inspection</b>	05/12/2013
<b>Telephone number</b>	02074733522

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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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