

# Seashells

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



## Inspection date

28 May 2015

Previous inspection date

27 June 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not thoroughly risk assess all areas the children use or objects they may come into contact with, to keep them safe at all times.
- The quality of the teaching is variable. Staff do not always ensure that activities provide children with sufficient challenge to engage their interest and maintain learning.
- Staff do not always ensure that activities in the outdoor area extend children's play in all areas of learning.
- Staff do not use a variety of methods to give children opportunities to choose resources that are not on view. This does not enable children to develop further their independence skills.

### It has the following strengths

- The manager has a thorough recruitment system in place. This helps to ensure that new staff are checked thoroughly and are suitable to work with children.
- Staff ensure that children follow good hygiene procedures. All the children understand they need to wash their hands before eating and some do so independently.
- Children form strong bonds with the staff that promote their sense of security and emotional well-being.
- Partnerships with parents are strong. Through discussions and questionnaires, staff are engaging them in the process of identifying further development.

## What the setting needs to do to improve further

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

- ensure all activities provide children with appropriate challenge and interest based on their current stage of development, interests and needs
- review risk assessments to ensure they cover all areas and objects the children come into contact with and that staff understand and deploy themselves to manage these effectively.

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

- further develop opportunities for children to explore, investigate and extend their play in all areas of learning in the outdoor area
- increase children's opportunities to independently choose resources.

### To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures to minimise any risks to the health and safety of the children are taken (compulsory part of the Childcare Register)
- ensure that all necessary measures to minimise any risks to the health and safety of the children are taken (voluntary part of the Childcare Register).

## Inspection activities

- The inspector observed activities and the quality of teaching inside and in the outdoor play area.
- The inspector held a meeting and completed a joint observation with the manager of the provision.
- The inspector sampled a range of documentation, including children's development records, their development plans and key policies and procedures.
- The inspector took account of the parents' views through discussions and parent questionnaires.
- The inspector spoke to members of staff and children at appropriate times during the inspection.

## Inspector

Maxine Ansell

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff use information they gather from daily discussions with parents and observations of the children to develop a knowledge of their individual levels of development. They regularly assess these to inform staff and parents of the children's progress. However, staff are not consistently using this knowledge to provide children with planned activities that have suitable challenge and interest to engage them in the intended learning. Staff promote children's communication and language skills. They label the younger children's actions and toys to widen and increase their vocabulary. Staff use skilful questioning that encourages older children to develop their thinking skills and they confidently talk about their experiences. As a result, children are making sound progress in this area of learning.

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

Staff do not ensure children always remain safe because they do not effectively identify hazards in the environment. For example, a nappy changing bag containing antibacterial spray and bags was within the reach of the children. However, staff quickly addressed this following a discussion. Children have friendly and caring relationships with the staff which promote their well-being and feeling of belonging. Staff develop the children's independence by encouraging them to choose their play from toys that are easily available. However, children are not able to choose from toys that are not on view, which does not promote their independence further. Children have free access to the outdoor area. However, there is a limited range of activities that do not always challenge and sustain the children's interest, therefore limiting the opportunities for learning of children who enjoy playing outside. Staff emotionally support children when they move in to the next room and on to school. They help the children to gain skills needed for school and as a result, they are prepared for their move and settle quickly.

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

The manager and staff demonstrate a reasonable understanding of their responsibilities to safeguarding children while in their care. However, they do not always complete a thorough risk assessment or deploy themselves to ensure the children are safe at all times. The manager has improved her induction procedure, which supports new staff to understand their roles and responsibilities. The management monitors the children's learning records to ensure they make progress and puts in place a monitoring system for children who are not, therefore improving the outcomes for the children. The manager uses this information together with her observations of staff practice to discuss improvements and training at face-to-face meetings. The provider and staff have a drive to improve and are developing plans to move their practice forward.

## Setting details

<b>Unique reference number</b>	EY474410
<b>Local authority</b>	Kent
<b>Inspection number</b>	1014850
<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>	48
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Sarah Marie Kingsman
<b>Date of previous inspection</b>	27 June 2014
<b>Telephone number</b>	07956057323

Seashells registered in 2014 and operates in New Romney, Kent. The nursery is open each weekday from 8am to 6pm all year round except for bank holidays. There are 10 members of staff including one volunteer and one administrator. Eight members of staff hold recognised childcare qualifications. The nursery receives funding for the provision of free early education for children aged two, three and four years old.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). 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).

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

