

Seahorses Day Nursery

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



Inspection date

16 September 2015

Previous inspection date

29 August 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Although children benefit from warm interactions with staff, the key-person system is not fully implemented. Most staff are new to the nursery. The provider has not assigned a key person to each child to help them to settle with ease. This means that no specific staff member is responsible for establishing secure relationships with parents to share information about children's care and learning.
- Teaching is inconsistent. Some staff help children learn when working with them individually. However, they do not always plan suitably challenging activities that help all children to sustain interest in their learning and make good progress.

It has the following strengths

- Leaders and managers have an accurate view of current practice and a clear vision for the future. They have an action plan in place identifying key priorities with realistic targets designed to improve current practice.
- Children's health is promoted well. They follow good hygiene routines, enjoy freshly prepared nutritionally balanced meals and benefit from regular opportunities to play in the fresh air.
- Staff consistently use gentle voices and create a calm environment. This approach is helping children learn how to manage their emotions and behaviour more effectively.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ assign all children a key person to help ease their transition into the nursery and ensure secure relationships are built between staff and parents so that information about learning is regularly exchanged 	09/10/2015
<ul style="list-style-type: none"> ■ ensure that all children make good progress in their learning and development by improving staff's teaching skills to enable all those who work with children to plan and provide consistently challenging experiences, both indoors and outside. 	09/10/2015

Inspection activities

- The inspectors observed practice in all playrooms and in the outdoor play area.
- The inspectors spoke with the staff and children at appropriate times during the day and held a meeting with the provider.
- The inspectors carried out joint observations with the provider.
- The inspectors spoke with parents and took account of their views.
- The inspectors looked at children's records, planning information, evidence of suitability of staff and a range of other documentation including, policies and procedures.
- The inspection was carried out following concerns raised about the quality learning and development.

Inspectors

Malini Mandalia / Wendy Ratcliff

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and managers have sufficient understanding of the requirements of the Early Years Foundation Stage. Arrangements for safeguarding are effective. New staff have benefited from a thorough induction covering the setting's policies, procedures and some nursery routines. As a result, they have a secure knowledge of their roles and responsibilities in keeping children safe. The leader monitors the quality of practice through observations and staff supervision. She is working to address the identified breaches of legal requirements. The leader monitors patterns of children's attendance to ensure long term absence is accounted for. Parents report they are pleased with the regular information they receive about how their children spend their day. Additional information is now gathered from parents about their child's learning when children start. Staff are generally well deployed and spend most of their time working with the children.

Quality of teaching, learning and assessment requires improvement

Children benefit from an environment which allows them to make choices about their play across all areas of learning. Young children enjoy dancing in front of a mirror with a microphone, learning to control their movements to the rhythm of their song. Some staff identify children's language and communication, including children with English as an additional language, as an area for development. They provide useful support alerting children's attention to the sounds in words. However, such information is not fully used to plan robust challenges to help all children make good progress. Children enjoy some planned activities, for example rolling and moulding dough to create new shapes. However, staff sometimes interrupt their concentration, which prevents them gaining the most from activities. Staff check the progress individual children make to ensure it is age-appropriate. Children enjoy playing outside. They are supported well when using the climbing frame but some struggle to push their cars on the uneven grass.

Personal development, behaviour and welfare require improvement

Staff give children cuddles to reassure them when they are unsettled. Older children are familiar with the routines and independently change their shoes ready for outdoor play. This helps prepare them for the move to school. Staff teach younger children to fasten their coats and all children receive lots of praise for their achievements. They carefully explain the reason for the praise to help children's ongoing learning and to raise children's self-esteem. Most staff give children clear explanations about expected behaviour and children generally behave well. Children learn to respect one another's differences as staff introduce stories from around the world as part of the current theme.

Outcomes for children require improvement

Children enjoy using the ample range of resources and overall, they are motivated to learn. Staff do not always plan suitable challenges to ensure outcomes for children are consistently good.

Setting details

Unique reference number	EY467668
Local authority	Enfield
Inspection number	1026947
Type of provision	Full-time provision
Day care type	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	29 August 2014
Telephone number	01992 769940

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 two 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. There are eight members of staff, including the manager. All staff hold appropriate early years qualifications. The nursery receives support from the local authority.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

