

# Seaside Lane Nursery

Church of Ascension Church Hall, Seaside Lane, Easington Colliery, Peterlee, County Durham, SR8 3PG



## Inspection date

Previous inspection date

8 December 2016

30 January 2013

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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

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

- The provider has failed to notify Ofsted of changes to the committee and not provided the necessary information to enable Ofsted to complete the required suitability checks.
- Occasionally, staff do not plan group activities well enough. They do not always ensure that all children can take part fully and engage even more effectively in their learning.
- Although the manager checks the progress children make, she has not yet fully used information from this to consider the progress made by different groups of children.

### It has the following strengths

- The quality of teaching is good. Staff observe children at play and, overall, assess the progress they make. They then plan activities to, generally, support children to build on what they already know and can do. This contributes to the good progress children make.
- Staff know children very well and successfully identify their learning needs. They swiftly identify children who may be slower to develop key skills and tailor teaching to their individual needs. This helps children to catch up in their learning.
- Staff offer children plenty of praise and encouragement. This helps to raise their self-esteem and they are happy and confident in nursery.
- The manager and staff team reflect often on all aspects of their provision. They work alongside parents and children to identify ways to build upon their practice.
- Staff have developed effective partnerships with parents and other professionals. They share information which helps to provide a consistent approach to children's care, learning and development.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

### Due Date

- |   |            |
|---|------------|
| ■ provide Ofsted with the required information to enable them to carry out suitability checks on all members of the management committee. | 29/12/2016 |
|---|------------|

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

- improve the planning of group activities and ensure all children can fully take part and engage even more effectively in their learning
- strengthen the use of information gathered from monitoring the progress made by different groups of children.

## Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery manager and spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability checks carried out on staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

## Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The provider has failed to notify Ofsted that there have been changes to the committee. She has not provided the required information to enable Ofsted to carry out suitability checks for some committee members. All required suitability checks are completed for all staff. The arrangements for safeguarding are effective. Staff understand their responsibility to protect children and know what to do if they have a concern about the welfare of a child. Robust procedures ensure that children leave the premises only with known and authorised people. The manager has good arrangements in place for the supervision of staff. She encourages them to build on their knowledge and skills through an effective programme of professional development. The manager successfully oversees the educational programmes.

### Quality of teaching, learning and assessment is good

Staff are well qualified and have a secure understanding of how children learn. Staff incorporate children's interests into activities, which help them to engage in their learning. For example, children explore a dinosaur land that staff have created. Children have plentiful opportunities to investigate resources that they can use in different ways. They have access to a wide range of materials that allow them to be freely creative. For example, they experiment with glitter and paint to make calendars that feature their own unique design.

### Personal development, behaviour and welfare require improvement

The required suitability checks have not been completed for all members of the management committee. However, the impact is minimal because these members do not have any contact with children in the nursery. Staff manage children's behaviour well, using a very positive approach. Children behave well and look forward to sharing their achievements in the 'Happy Book'. Staff talk to children about the benefits of healthy foods as they eat pre-packed lunches. This helps to foster their knowledge of healthy lifestyles and promote their physical well-being. Staff encourage children to complete tasks independently which help to prepare them for school. For example, children enjoy the responsibility of preparing their own breakfast.

### Outcomes for children are good

All children make good progress in their learning and are working within the typical range of development expected for their age. Children are inquisitive and show a positive attitude towards their learning. They show an increasing ability to listen, concentrate and follow instructions. Children have plenty of opportunities to develop mathematical skills. For example, they learn about quantities and volume as they make dough. Children take part in a wide range of activities that promote their development in early literacy. They begin to form letters correctly and they write down pretend orders for food in the cafe. They also write letters to Santa Claus. These key skills help to prepare children well for when they move on to more formal learning in school.

## Setting details

<b>Unique reference number</b>	500756
<b>Local authority</b>	Durham
<b>Inspection number</b>	1060903
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Seaside Lane Nursery Committee
<b>Registered person unique reference number</b>	RP908687
<b>Date of previous inspection</b>	30 January 2013
<b>Telephone number</b>	07876 056612

Seaside Lane Nursery was registered in 2000. The nursery employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The nursery opens from Monday to Thursday, 38 weeks of the year. Sessions are from 8.45am to 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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