

Seagulls Day Nursery

Shrublands, Magdalen Way, Gorleston, Great Yarmouth, NR31 7BP



Inspection date

23 January 2017

Previous inspection date

26 November 2012

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

Summary of key findings for parents

This provision is good

- The management team effectively uses reflective practice to drive forward improvements. Managers successfully seek the views of staff, parents and children to help to evaluate the provision. They use their suggestions and comments to determine ways to continually improve the quality of experiences for children.
- Management has rigorous systems in place for monitoring staff performance. They encourage staff to continue their professional development to extend their knowledge and skills. Staff value this support and use their new knowledge to enhance their teaching practice further to improve outcomes for children.
- Staff support children to settle well and reassure them with positive interactions. Children build secure emotional attachments with their key person. They are happy and enjoy their time at the nursery.
- Partnerships with parents are strong. Parents share information about their children and contribute well to their initial assessments. Staff keep parents well informed about their child's development. They provide a range of activities for parents to borrow to help them to support their children's learning at home.
- Staff are highly effective in supporting children who have special educational needs and disabilities. They plan the environment to meet children's individual needs. Staff work closely with other professionals. This supports children to make good progress in their learning given their starting points.

It is not yet outstanding because:

- There are fewer opportunities to enrich children's awareness of the diverse world in which they live. Children do not yet have a wide range of interesting and stimulating opportunities to learn about families and communities beyond their own.

What the setting needs to do to improve further

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

- provide children with more opportunities to explore and value the diverse world in which they live to extend their learning to higher levels.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the early years professional.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

Staff are well qualified and demonstrate a good understanding of how children learn and develop. They keep accurate records of children's achievements and progress. Any gaps in children's learning are quickly identified and addressed. Management regularly monitors all children's progress to continually and robustly check on the quality of the provision. Additional funding, such as the early years pupil premium, is spent effectively to help to promote the development of children. The arrangements for safeguarding are effective. Management undertakes rigorous recruitment and induction procedures to ensure all staff and students are suitable to work with children. Staff are fully aware of the nursery's policies and expectations. They carry out their responsibilities to safeguard children diligently. Staff have a clear understanding of the procedures to follow if they have any concerns about children's welfare.

Quality of teaching, learning and assessment is good

Staff have high expectations of what all children can achieve. They skilfully adapt their teaching skills to accommodate different abilities. For example, they use simple language and hand gestures for those who are developing their communication skills. Staff are enthusiastic and motivate children to learn as they play alongside them. Children enjoy exploring different textures, such as foam, play dough and sand. Staff ask questions to encourage children to extend their learning. They make suggestions and demonstrate ideas for children to take on board and try out themselves. Babies have ample space to move around safely to practise their early walking skills and promote their physical development. Staff consistently respond to babies' babbles and vocalisations.

Personal development, behaviour and welfare are good

Children have daily opportunities to be active in the spacious outdoor areas. This helps to promote their good health and supports their physical well-being. Staff pay close attention to health and safety. They carry out risk assessments and daily checks of the premises to ensure that all areas used by the children are safe and suitable. Staff are good role models. They are calm and provide clear guidance for children about what is acceptable behaviour. Children are familiar with the daily routines, which helps to support their emotional well-being. Staff support children to become independent and responsible. Children join in tidying toys away and pour their own drinks. Staff support pre-school children to use suitable knives to cut their own fruit. They offer regular praise to children for their efforts and achievements. This helps to raise their confidence and self-esteem.

Outcomes for children are good

Children develop many skills in preparation for the next stage in their learning, such as starting school. They follow good hygiene routines and attend to their own personal care needs, relevant to their age and ability. Children share and take turns with popular toys. They develop their concentration as they learn to listen to adults. They enthusiastically join in with familiar rhymes during singing sessions. Children have many opportunities to develop their early writing skills. All children make good progress in their learning. Children who have starting points below those expected for their age quickly catch up.

Setting details

Unique reference number	EY449161
Local authority	Norfolk
Inspection number	1060313
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	62
Number of children on roll	119
Name of registered person	Great Yarmouth Community Trust
Registered person unique reference number	RP902560
Date of previous inspection	26 November 2012
Telephone number	01493660099

Seagulls Day Nursery was registered in 2012. It is one of a six nurseries managed by the Great Yarmouth Community Trust. The nursery employs 17 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including two with early years professional status. The nursery opens from Monday to Friday all year round, except for a week at Christmas. Sessions are from 8am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs and disabilities.

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