

# Seaside Lane Nursery

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



## Inspection date

Previous inspection date

13 September 2017

8 December 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
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 registered provider has failed to provide Ofsted with the required information to enable them to carry out all suitability checks on some members of the committee.
- Some activities provided for two-year-old children are not precisely focused on their stage of development and level of understanding.

### It has the following strengths

- Overall, the quality of teaching in the nursery is good. Staff are well qualified and use their knowledge of how young children learn to help them make good progress in their learning.
- Highly effective settling-in arrangements are in place. This helps new children to get used to their new surroundings and routines.
- Children's assessment information is reviewed well by the manager. This helps to identify areas where children may require additional help from external professionals if appropriate, to meet their individual needs.
- Staff are supported well in the nursery. Supervision meetings are implemented well and enable staff to share their ideas and discuss practice. Ongoing training opportunities support staff further.
- Children's independence skills are supported well. They enjoy taking part in routine activities, such as tidying up and helping themselves to water throughout the day.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register 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.	11/10/2017

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

- Support staff working with two-year-old children to provide activities that are finely tuned to their age and stage of development.

### 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 nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Nicola Jones

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider has not been proactive in providing Ofsted with the required information to enable them to carry out all suitability checks for members of the committee. Although these individuals have had Disclosure and Barring Service checks carried out since the last inspection, correct procedures have not been followed to enable the full range of checks to be completed. However, the committee members do not have any contact with the children so there is no impact on children. The arrangements for safeguarding are effective. Staff are knowledgeable about the procedures to follow if they have any concerns about a child's welfare. Thorough recruitment procedures help to ensure that staff working directly with children are suitable to do so. Overall, arrangements for self-evaluation help to bring about positive changes to the nursery. The views of parents, staff and children contribute to this process and help to improve children's outcomes over time. The manager maintains a generally good overview of the educational activities provided for children. This helps to ensure that most activities reflect children's interests and stages of development.

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

Children's exploration and investigation skills are promoted well. Staff provide exciting activities that encourage children to experiment with a range of different media and materials. For example, following children's interest in snails, staff show them how to combine washing liquid and glue to make slime. Children engage deeply in their learning, stirring their mixture until it reaches the correct consistency before exploring this further with their hands. Staff introduce words, such as, 'sticky' and 'slimy' and children begin to use these to extend their own growing vocabulary. Parents are kept well informed of the activities their children engage in and the progress they make. They are actively encouraged to support their children's learning further at home. The manager has identified a number of creative ways in which partnerships can be extended even further.

### **Personal development, behaviour and welfare require improvement**

The welfare of children is not totally secure due to weaknesses in leadership and management. However, staff support children very well throughout the session. They provide close supervision and respond swiftly to children's emotional and physical needs. They quickly develop confidence and are motivated to try new experiences. Children's behaviour is good. There are agreed procedures in place outlining how to respond to any changes in children's behaviour. This is shared with parents to maintain a joint approach.

### **Outcomes for children are good**

Children make good progress in their learning. Some children make excellent progress, particularly in their communication skills. This supports them well with the skills they require in readiness for school. Children develop key skills in mathematics. They count with accuracy up to 10 and begin to use mathematical language when engaging in activities, such as building towers of plastic bricks outdoors.

## Setting details

<b>Unique reference number</b>	500756
<b>Local authority</b>	Durham
<b>Inspection number</b>	1080229
<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>	12
<b>Name of registered person</b>	Seaside Lane Nursery Committee
<b>Registered person unique reference number</b>	RP908687
<b>Date of previous inspection</b>	8 December 2016
<b>Telephone number</b>	07876 056612

Seaside Lane Nursery was registered in 2000. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, 38 weeks of the year. Sessions are from 8.45am to 3.45pm. 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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