

Cockleshell Nursery

Southend Adult Community College, Ambleside Drive, Southend-on-Sea, Essex, SS1 2UP



Inspection date 27 September 2017
Previous inspection date 12 April 2013

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 new management team is highly ambitious. Action plans are targeted effectively to make specific improvements to benefit children's care and learning.
- Staff provide an exciting variety of toys and resources for children and babies to choose from. Playrooms are well organised and children's independence is promoted well. Additional funding is used wisely to help children to make good progress.
- Children and babies show they are happy and relaxed. Staff give children who are new to the nursery sensitive support and reassurance to help them to settle.
- Staff are good role models and manage children's behaviour well. Children are polite, sociable, kind to each other and demonstrate good table manners.
- Staff encourage parents to share information about their children's achievements. This helps them to plan activities linked to each child's current interests and abilities. Staff also provide ideas to help parents extend children's learning at home.
- Parents speak very highly of the nursery. They make very positive comments about the friendly, approachable staff and about how their children enjoy learning.

It is not yet outstanding because:

- The manager and deputy are not yet consistently monitoring to check that all staff make the best use of regular assessments and focus even more precisely on what children need to learn next, to help all children make even better progress.
- Staff in the room for two-year-old children do not always make the most of every opportunity to build on children's early speaking skills, including some children who speak English as an additional language.

What the setting needs to do to improve further

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

- strengthen the monitoring of assessments and support all staff to consistently plan very precisely for children's individual next steps in learning and increase the potential for all children to make rapid progress
- explore more ways to enhance children's early speaking skills to help raise the outcomes for two-year-old children, including those who speak English as an additional language, to an even higher level.

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 carried out joint observations with the manager and deputy, and viewed a sample of children's development records.
- The inspector held discussions with the nursery manager, area manager, staff and children at appropriate times during the inspection.
- The inspector reviewed evidence of the suitability and qualifications of staff, action plans, health and safety records and a sample of the policies in relation to safeguarding children.
- The inspector took account of the views of parents from those spoken to on the day and from their written responses in surveys organised by the nursery.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

Management and staff benefit from good training opportunities that build on the level of their qualifications. Regular supervision and staff meetings help staff to understand their responsibilities and continuously reflect on their practice. Any underperformance is swiftly tackled and addressed. The arrangements for safeguarding are effective. Staff are well deployed to supervise children, indoors and outdoors. All staff have a secure knowledge of the steps to take if they have any concerns about children's safety and welfare. Staff have developed effective partnerships with local primary schools. Information in regards to children's learning and development is shared between the nursery and school staff to help ensure a positive move on to full-time education.

Quality of teaching, learning and assessment is good

Staff understand how children learn and provide appealing activities that cover all areas of learning. They also understand that children have different learning styles and now plan more experiences to inspire children to experiment and investigate using their senses. Younger children become enthralled by the activities on offer. Older children become confident communicators and are eager to ask questions to find out more. Staff encourage children to use their imagination as they take part in exciting small world and role-play scenarios. Overall, staff assess children's progress effectively. They work successfully with parents and other professionals to ensure that additional support is provided to help close any gaps in children's learning.

Personal development, behaviour and welfare are good

Staff are patient, kind and sensitive. Children develop friendships with each other and form genuine bonds with their key person. Babies' care needs are swiftly attended to. Nappy changing and toilet training are sensitively carried out to ensure children preserve their dignity. Babies sleep according to their own needs and awake happy and alert. Staff promote healthy lifestyles effectively. A variety of well-balanced snacks and meals is provided and there are daily opportunities for fresh air and exercise. Children have many opportunities to develop their independence and self-esteem. They are keen to help staff lay the table, tidy away toys and serve their own food and drinks. Children confidently talk about hazards and how to keep themselves safe. They know that they need to drink plenty of water when the weather is hot. They practise regular fire drills so they learn what to do in emergency situations.

Outcomes for children are good

Children are busy and motivated to learn new things. They are prepared well for the next stage in their learning, including starting school. Children listen well, concentrate and persevere in their chosen activities. They share toys amicably and they are sensitive to the needs of others. Children enjoy calculating when singing number rhymes and use mathematical language as they play with construction toys, games and puzzles. They learn to count in sequence and sort items by size, shape and colours.

Setting details

Unique reference number	EY284617
Local authority	Southend on Sea
Inspection number	1064573
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	72
Number of children on roll	95
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	12 April 2013
Telephone number	01702 614171

Cockleshell Nursery registered in 2004 and is one of a large chain of nurseries run by the Pre-School Learning Alliance. The nursery employs 17 members of childcare staff. The manager holds early years teacher status, one member of staff holds a qualification at level 5, 12 staff hold a qualification at level 3 and one member of staff holds a qualification at level 2. The nursery also employs a cook, cleaner and an administrator. The nursery opens from Monday to Friday, for 51 weeks of the year, excluding bank holidays and three staff training days. Opening times are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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