

Seaside Nursery

Looe Primary School, Hay Lane, Looe, PL13 1JY



Inspection date	24 January 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- The providers/managers have not established an effective training and development programme, to help improve the quality of teaching and ensure that they can fulfil key roles and responsibilities effectively, such as for the special educational needs coordinator.
- The support for children's learning varies. Not all activities are organised well enough to help children fully concentrate, to provide challenge and extend their learning.
- The providers monitor children's individual progress well. However, they do not use their assessment information to further identify trends or emerging gaps in the learning of different groups of children, such as boys and girls.
- The providers reflect on their provision and practice to identify areas for development. However, due to staffing problems, they have made little progress since registration to help improve outcomes for children. The providers do not engage all parents as well as possible in children's learning

It has the following strengths

- The providers work well in partnership with other settings, including the primary school. They share information on children's development to support continuity of care and learning.
- Children are happy to arrive and settle well. They feel secure in the nursery and have warm relationships with the providers.

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"> provide effective training and development opportunities, to improve knowledge and teaching skills, and support specific roles, including that of the special educational needs coordinator 	20/05/2018
<ul style="list-style-type: none"> review and improve the organisation of activities and support for children's learning, with particular regard to improving their mathematical development. 	28/02/2018

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

- improve the use of assessment information, to identify and then close any emerging gaps in the learning of all groups of children
- develop more successful ways to involve parents fully in their children's learning.

Inspection activities

- The inspector observed the providers and students working with the children.
- The inspector observed children's activities and looked at a sample of development records.
- The inspector held discussions with the providers, students and parents.
- The inspector checked documentation, including qualification certificates and evidence of suitability.
- The inspector checked policies and procedures, including those relating to complaints and safeguarding.

Inspector
Julie Wright

Inspection findings

Effectiveness of the leadership and management requires improvement

The providers have had some staffing difficulties since registration. They currently manage the setting. The special educational needs coordinator has left and remaining staff have not yet completed the required training to fulfil this role. Currently, this is not having a significant impact on children's care as there are no children who have special educational needs (SEN) and/or disabilities in attendance. The providers have focused on providing adequate care for children but have not looked at the quality of teaching and ways to improve this. This has a negative impact on the outcomes for children. Safeguarding is effective. The providers have a secure knowledge of how to identify that a child may be at risk of harm and what action to take in the event of a concern. There is a suitable induction procedure to check that students and new staff understand their safeguarding responsibilities.

Quality of teaching, learning and assessment requires improvement

Overall, children listen generally well and take an active part in most activities. For example, children enjoy registration time as they learn the days of the week and practise letter sounds. However, at times, children lose interest before the end of an activity or are distracted by others in the room. The playroom has a variety of activities and resources for children to choose. For instance, children play happily with the sand and water. However, they are not consistently well supported in play to increase learning opportunities. Staff do not make good use of opportunities to promote children's mathematical development. The providers share information with parents about children's activities and progress. However, they have not considered different ways to work together to extend children's learning; for example, to increase children's literacy skills.

Personal development, behaviour and welfare require improvement

The providers tend to the individual needs of children so that children are comfortable and content. Children benefit from regular physical exercise, such as in their daily 'wake up and shake up' sessions. They sing action rhymes and follow instructions, showing a clear understanding of what to do. Children are friendly and sociable, for instance, they say a cheery 'good morning' to all in the room. The providers encourage children's positive behaviour, such as to be polite and kind. They teach children to share and to understand the consequences of their behaviour on others. Children's play experiences, although generally enjoyable, do not build effectively on what children know and can do. The providers take children into school each day for lunch, to help them prepare for their future move. Children learn about healthy foods and dental care in the daily routines.

Outcomes for children require improvement

Children make suitable progress from their developmental starting points. However, not all children make the progress of which they are capable. Children enjoy their play and being in the nursery. They develop some skills in readiness for school, such as developing their confidence and independence.

Setting details

Unique reference number	EY495421
Local authority	Cornwall
Inspection number	1036101
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	22
Number of children on roll	18
Name of registered person	Diane Walder And Gail Spry Partnership
Registered person unique reference number	RP901365
Date of previous inspection	Not applicable
Telephone number	07832739842

Seaside Nursery registered in 2016 and is a privately run partnership. The two providers have the roles of manager and deputy. The nursery operates from a separate room within Looe Primary School. It is open each weekday from 8am until 5.30pm, 50 weeks of the year. Care is available to children aged from two years. Both providers have early years qualifications at level 6. The nursery receives early education funding to provide free places for children aged two, three and four years.

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