

Seaside Lane Nursery

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



Inspection date

Previous inspection date

11 June 2018

13 September 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 committee and staff work together effectively, and alongside parents, to build on the quality of care and learning they provide. They have addressed actions raised at the last inspection and identified ways to strengthen practice further. They demonstrate a very good capacity for continuous improvement.
- Teaching is good. Staff know children in their care very well. They tailor their teaching to children's individual interests, learning needs and preferences. This helps children to stay motivated and they are curious, eager learners.
- Children demonstrate confidence and high self-esteem. They benefit from plenty of praise from the attentive staff, who celebrate every achievement with them with enthusiasm.
- Staff are extremely diligent and swiftly identify areas where children need more support. Personalised plans for their learning help all children to make good, or better progress.
- Parents are very happy with all aspects of the care and learning provided. They highly commend staff for being approachable and making them feel like part of a family.

It is not yet outstanding because:

- Sometimes, staff overlook opportunities to teach children about how to keep themselves safe and healthy.
- Staff have not fully considered ways to share even more detailed information with parents about children's learning and achievements, to help children make the very best progress in their learning.

What the setting needs to do to improve further

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

- extend the opportunities children have to learn and understand about ways to keep themselves safe and healthy
- strengthen the two-way flow of information with parents to support children's learning and development, both in nursery and at home even more effectively.

Inspection activities

- The inspector had a tour of the premises.
- The inspector held discussions with the manager and staff at appropriate times during the inspection. She also met with the management committee and looked at a range of documents, including evidence of the suitability checks carried out on staff and members of the committee.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the children during the inspection. She also spoke with a number of parents and took account of their views.

Inspector
Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

The manager supports and supervises staff well. All staff are committed to ongoing professional development. They are an effective, motivated team who regularly share ideas and knowledge that helps to enhance their teaching. Safeguarding is effective. Staff have a secure knowledge of what to do if they were to have any concerns about a child's welfare. Partnerships with other settings and professionals are well established. This helps to provide a consistent approach to children's learning and supports them particularly well at times of change, such as starting school. The manager and staff closely monitor and review the progress children make to help shape future educational plans.

Quality of teaching, learning and assessment is good

Staff plan a range of activities that enthuse children and encourage their imaginative skills. For example, children listen in awe to a letter from a storybook character, who they believe has left footprints in nursery overnight. All activities are carefully planned, alongside plenty of opportunities for children to lead their own learning. Two-year-old children explore and investigate during play. For example, they chop and squeeze fruit into water to make fruity drinks. Older children count and compare size as they cut their fruit. This helps to promote their mathematical development. Staff support children's critical-thinking and problem-solving skills well. For example, they encourage children to keep trying as they work out how to balance tubes to roll balls between two towers. Children learn about the natural world, for example, as they observe birds in the garden.

Personal development, behaviour and welfare are good

Children's well-being is held as a high priority in this nursery. Staff are extremely sensitive and finely tuned to the emotional needs of children. They work closely with parents and other professionals to promote children's happiness, sense of security and welfare. This has had a remarkably positive impact on some children's learning and development. Children are supported particularly well in preparation for school. For example, staff plan small group activities to encourage and strengthen friendships among children who will move on together. Children develop respect and understanding for others and their behaviour is good. Staff provide plenty of opportunities for fresh air and exercise, which helps to promote children's good physical health. Children develop good independence. They enjoy the responsibility of small tasks, such as clearing away activities and sweeping the floor.

Outcomes for children are good

All children make good progress and are well-prepared for their move on to school. They develop a very positive attitude to learning. They cooperate as they play and remind one another to take turns and share. They eagerly follow instructions and demonstrate good listening and attention skills. Children develop the key skills that help prepare them for later learning. For example, they identify letters in their name and write them on a whiteboard during a game. This contributes to their good early literacy skills.

Setting details

Unique reference number	500756
Local authority	Durham
Inspection number	1114297
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	18
Name of registered person	Seaside Lane Nursery Committee
Registered person unique reference number	RP908687
Date of previous inspection	13 September 2017
Telephone number	07876 056612

Seaside Lane Nursery registered in 2000. The nursery employs four members of childcare staff. Of these, two 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 receives funding to provide free early years 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

