

Seaside Nursery

Looe Primary School, Hay Lane, Looe PL13 1JY



Inspection date	21 November 2018
Previous inspection date	24 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- Since the last inspection, the provider has worked hard to provide more effective support and coaching for staff. Following training, she carries out more detailed and informative observations of staff's practice, to help to strengthen their teaching. She focuses well on identifying and targeting staff's individual areas for development, and celebrates their qualities.
- The provider and staff involve parents well in their children's development. They share detailed information about the available learning opportunities each day and children's ongoing progress. They are keen to continue to encourage parents to inform them of children's achievements at home more frequently.
- Staff are particularly skilled at encouraging the children to share their thoughts and ideas during adult-led activities. For example, they ask plenty of 'why' and 'how' questions, and allow ample time for children to think about and give their responses.
- Staff provide good support for children's independence. For example, older children confidently spread butter on to crackers at snack time, manage their toileting needs and dress themselves. All children make good progress in their learning.

It is not yet outstanding because:

- At times, staff are too quick to get involved in children's play, so children have fewer opportunities to take the lead in their learning, become fully immersed in their imaginative games and solve problems.
- Although children's behaviour is good, staff do not consistently use the highest-quality practice to teach children the expectations of their behaviour and strong social skills, and to develop high levels of self-control.
- Staff miss some opportunities to support the younger children's communication and language skills when they play.

What the setting needs to do to improve further

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

- support staff to recognise when to step in and get involved in children's play and learning, to allow children more time to explore their own ideas, be creative and solve problems
- develop staff's knowledge of how to help children to manage their feelings and understand the boundaries in a more positive way
- provide more frequent support for the younger children's speaking skills during their self-chosen play.

Inspection activities

- The inspector observed children's play inside and outdoor, and staff's interactions with them throughout the day.
- The inspector carried out a joint observation with the provider to assess the quality of teaching and learning during an adult-led activity.
- The inspector spoke with children, parents and staff to gain their feedback.
- The inspector held a meeting with the provider to discuss their understanding of the requirements of the early years foundation stage.
- The inspector sampled a range of documents, including children's learning records, staff suitability checks and records relating to health and safety matters.

Inspector

Sarah Madge

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The provider and staff have a robust understanding of the signs that a child's welfare may be at risk. They know the procedures to follow to refer any concerns about a child to the relevant authorities, including for wider safeguarding matters. Following the last inspection, the provider has put good plans in place to ensure staff are able to identify developmental delays quickly and tailor the support they give to these children, such as liaising with outside agencies. Staff comment on the good morale and close team working, and feel confident to share their ideas. For example, staff decided to review the toys and resources, and are now increasing the range of natural objects and textures, to promote children's confidence to explore and investigate the play areas. The provider monitors children's development closely and evaluates the nursery well. She has implemented many changes to improve outcomes for children and continues to build on this good progress. For instance, she is reviewing the activity planning to ensure learning experiences consistently extend the development of the older children.

Quality of teaching, learning and assessment is good

Staff plan enjoyable activities that build well on their accurate assessments of what the children know and can do. For example, they encourage children to remember and tell a well-known story. The children and staff enthusiastically act out the parts of the book together, and the children join in with the repeated lines using excited, exaggerated tones. Children eagerly join in with physical activities, such as dancing to music, and show delight when copying the movements of the playful staff team. When children have the time and space to play as they chose, they show great imagination in acting out what they have seen and know. For instance, they imitate staff's actions by pretending to read a book to their friends, and make 'pizza' using fresh herbs and playdough.

Personal development, behaviour and welfare are good

Staff are warm and welcoming, and get to know the children well. For example, when children arrive, staff quickly greet them and engage them in an activity. Children enter the nursery confidently and are keen to see what staff have set out for them. Staff build their self-esteem effectively, to help children learn to persevere and develop a 'can do attitude'. For instance, after staff reassure children that they can work out how to use a spanner, children very proudly show off their achievements when they succeed. Staff prioritise children's safety and teach them to consider risks for themselves. For example, they support children to think about how to cross the road safely and remind children to only climb the branches in trees if they feel comfortable.

Outcomes for children are good

Children develop the key skills in preparation for starting school. They gain a positive attitude to learning and are keen to explore and investigate. For example, they show good coordination when they try keys in various locks to work out if they fit. Younger children learn to count, while their older friends start to recognise numbers and initial sounds in words. Children enjoy making marks, such as using pens on whiteboards, which supports their early writing skills well.

Setting details

Unique reference number	EY495421
Local authority	Cornwall
Inspection number	10080325
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	15
Number of children on roll	21
Name of registered person	Diane Walder And Gail Spry Partnership
Registered person unique reference number	RP901365
Date of previous inspection	24 January 2018
Telephone number	07955038836

Seaside Nursery registered in 2016 and operates from a separate room within Looe Primary School. It is open each weekday from 8.30am until 5.30pm, all year round. Both of the providers have early years qualifications at level 6, and the staff team hold qualifications at level 3. The nursery receives funding for the provision of free early education to children aged two, three and four years.

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