

Inspection of Seashells Nursery

4 Station Road, New Romney, Kent TN28 8LG

Inspection date: 4 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children instantly settle and engage in activities when they arrive in the well-resourced and stimulating nursery. The well-qualified and dedicated staff welcome children and their parents safely, giving every parent time to discuss their child's needs for the day. Children excitedly greet one another and are soon busy, happily enjoying time together.

There is a high expectation for all children's positive behaviour and learning. Staff encourage children to think about the needs of others and to respect any differences or similarities between them. For instance, older children are careful and gentle when they are with babies and younger children. Staff are competent and empathetic and act as good role models for the children.

Staff recognise that, due to the COVID-19 (coronavirus) pandemic, some children have not socialised widely with others. They have changed the routine and organisation to maximise the time children can play together and across the different age ranges. Children form strong bonds and flourish in the care of staff. For example, they stay close to staff as they grow accustomed to new experiences and confidently explore the environment.

What does the early years setting do well and what does it need to do better?

- The dedicated manager strives to provide a good level of care and education for all children. She has widened the curriculum, following discussions with staff, to build on the learning and experiences of all children. For example, older children enjoy 'real-life' activities, such as hammering nails into wooden logs. Babies explore different textures, such as metal spoons and wooden shapes, as they learn about the world.
- Teaching is sequenced well for all children, including those with special educational needs and/or disabilities and those who speak English as an additional language. They gain the skills and knowledge they need for their future learning. Staff ensure any additional funding for children is used effectively. For example, children access the well-resourced sensory room to relax and learn in a way that better suits their needs.
- Staff work closely with parents to assess what children already know and can do. They quickly notice when children fall behind in any area of learning. For example, during the COVID-19 pandemic, staff recognise that many children need to regain confidence and improve their independence skills. Children have lots of occasions to practise their skills, for example when they pour their own drinks at snack time, put on their coats or choose what to play.
- Children have access to wide range of interesting activities and toys to support their physical skills. For instance, they strengthen muscles in their hands as they

turn the taps on a drinks dispenser. Older children balance as they climb up a stepladder, while babies have plenty of space to crawl and sturdy furniture to pull themselves up to standing.

- Outside activities lack the same level of planning and challenge as those on offer indoors. Consequently, children are less engaged in physical activities outside and are not able to take risks in their play.
- The manager supports staff well, especially during the COVID-19 pandemic. She ensures that workloads are manageable and that health and well-being are discussed during staff meetings.
- Children's communication skills and speech are supported well. Staff sing songs as they play alongside babies. They are quick to respond to the sounds babies make to communicate their needs. Older children share books with staff, who read them enthusiastically. Children talk about their favourite characters as they 'write' and tell their own stories.
- Children spontaneously use numbers and count as they play. Babies wait for staff to count to three before they excitedly roll cars down a ramp. However, staff do not always extend children's ideas, allow them to solve problems or use mathematical words during play.
- Parents are delighted with their children's care and education. They praise staff for going 'above and beyond' to support their children's learning and development during the COVID-19 pandemic.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of the policies and procedures for safeguarding. They know what to do if they are worried about the welfare of a child and how to report their concerns. A robust procedure is in place for the recruitment and induction of new staff, including appropriate checks on their suitability to work with children. Staff regularly update their skills and knowledge. For example, they are aware of wider safeguarding concerns that might affect children and families, such as county lines and the 'Prevent' duty guidance. Records and information are shared in a timely manner with other professionals and parents to ensure continuity of care and safety for children.

What does the setting need to do to improve?

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

- develop outdoor activities to provide children with appropriate challenge and opportunities to take risks while being physically active
- improve teaching to extend children's ideas and thinking and to build on what they know and can do, particularly in mathematics.

Setting details

Unique reference number	EY561136
Local authority	Kent
Inspection number	10190588
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	74
Number of children on roll	72
Name of registered person	Babyseashells Ltd
Registered person unique reference number	RP561135
Telephone number	07956 057323
Date of previous inspection	Not applicable

Information about this early years setting

Seashells Nursery registered in 2018 and operates in New Romney, Kent. The nursery is open each weekday from 8am to 6pm all year round, except for bank holidays. There are 13 members of staff, all of whom hold early years qualifications from level 2 to level 6. The manager holds a level 4 qualification. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Alison Martin

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The manager spoke with the inspector about the curriculum for children on a learning walk around the setting.
- The inspector held meetings with the manager, and spoke with staff and children at appropriate times throughout the inspection.
- The inspector took parents' views into account by speaking with them and reading their written comments.
- The inspector viewed a range of documentation, including children's records, policies and procedures.

We carried out this inspection 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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