

Inspection of Seasides Day Nursery

93 Fronks Road, Harwich, Essex CO12 4EQ

Inspection date: 30 July 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the nursery. They settle well and form strong bonds with staff and their peers. Children learn good manners and how to show respect to others. They kindly offer toys to children who are upset or who have woken up from a sleep. Children show high levels of self-esteem and social skills. They excitedly greet visitors and introduce themselves.

Children engage in play based around their interests. They show fascination in the pirate flag they can see from a neighbour's garden. Children dig for treasure in the garden sand pit. They use paintbrushes and other tools to uncover buried toys. Children enjoy pretending to be pirates. They make pirate hats out of paper and decorate them. Children learn new words, such as 'telescope', and find out what they are used for.

Children experience a wide range of activities that help promote physical development and exercise. They take part in regular yoga sessions and enjoy navigating the soft playroom. Children develop high levels of independence. They attend to their personal care needs and access a variety of toys and resources independently. Children develop a love of mathematics. They enjoy finding out what happens when they mix two colours together.

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

- The management team have worked hard to address the actions raised at the last inspection. All children, including babies, have a key person. The key person builds a positive relationship with them, supports their development and has a strong partnership with their parents.
- Staff are knowledgeable about how children develop. They identify where they may need extra support or help from other professionals. Staff work closely with parents to ensure that support is provided quickly and consistently. As a result, all children make good progress, including those with special educational needs and/or disabilities.
- The management team and staff supported parents well during the Covid-19 (coronavirus) pandemic. They kept in touch with parents via social media and regular phone calls. In addition, they checked in with them to make sure they were coping well and provided a listening ear to any who wanted to talk. Staff provided learning activities that parents could do at home to support their children's development.
- Staff place a high importance on children's safety and well-being. Strict procedures are in place at mealtimes to ensure that children who have allergies are protected from harm.
- Staff support children's communication and language skills well. They add new

words into vocabulary, maintain eye contact and provide opportunities for children to talk and ask questions. However, sometimes, staff are so focused on an activity that they forget to extend what the children already know about the world around them.

- The management understand the importance of ensuring that staff are supported with their mental health and well-being. They provide an open-door policy so that staff can approach them with any worries or concerns. The management provide access to outside resources if staff wish to use them.
- The manager, who is also the provider, has a very good understanding of the needs of the local area. She gets to know the families well so that she can offer the right support to them, whether they are at the nursery or at home.
- Staff have a good understanding of families and their backgrounds. They identify what particular activities or experiences children may not get to do at home and do their best to provide this in the nursery. Children experience a rich curriculum tailored to their needs and stage of development.
- The management team and staff form positive partnerships with other providers. They use this as training tool. Staff observe and reflect on how other settings operate. This helps them continuously improve what they provide at the nursery.
- Staff have positive relationships with local primary schools. They share information about children's learning and development. This helps children experience a smooth move to school.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of how to keep children safe. They can identify the possible signs and symptoms of abuse and know the action to take if they have a concern. Staff are clear about their responsibility to raise concerns outside of the nursery if they believe the management are not taking action. They are also aware of their responsibility to raise concerns about their colleagues if their actions are inappropriate. The management team have strict procedures in place to ensure that any member of staff employed is suitable for their role. They also check in with staff regularly to confirm if there have been any changes to their suitability.

What does the setting need to do to improve?

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

- build on the opportunities available to develop children's understanding of the world around them to higher levels.

Setting details

Unique reference number	EY537140
Local authority	Essex
Inspection number	10128158
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 3
Total number of places	30
Number of children on roll	32
Name of registered person	Seasides Day Nursery Limited
Registered person unique reference number	RP537139
Telephone number	01255 487422
Date of previous inspection	9 October 2019

Information about this early years setting

Seasides Day Nursery registered in 2017. The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Daniella Adams

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the nursery manager, who is also the provider, and has taken that into account in her evaluation of the nursery.
- The manager and the inspector completed a learning walk together. The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- A meeting was held between the inspector held a meeting with the manager. The inspector looked at the relevant documentation, such as evidence of the suitability of staff and insurance documents.
- The inspector took account of parents' views in written testimonials. She also spoke to staff at appropriate times during the inspection.
- The children told the inspector about their friends and what they like to do when they are at the nursery.

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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