

Inspection of Seaside Lane Nursery

Seaside Lane Nursery, Crawlaw Road, Easington Colliery, Peterlee, County Durham
SR8 3LP

Inspection date: 6 October 2021

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

What is it like to attend this early years setting?

The provision is inadequate

The manager has failed to monitor and identify significant weaknesses in practice. She has a poor understanding of her responsibilities to safeguard children. She has failed to follow local authority safeguarding procedures when she has had a concern about a child. Staff do not ensure children are safe because they do not manage children's behaviour well enough. Children's welfare is not protected because nappy changing practices compromise children's health.

Children's progress is poor, particularly for those in receipt of funding. Staff do not assess children regularly enough to identify their learning needs. This significantly hinders the progress children make. Despite the weaknesses in planning and assessment, some children demonstrate reasonable concentration at times. They are happy and they enjoy playing in the sand or drawing with chalks. Some children enjoy listening to stories. However, their enjoyment is negatively affected when other children begin to stand up and they can no longer see the book or pictures.

The manager has altered how children arrive and leave the premises, since the COVID-19 (coronavirus) pandemic. Children leave their parents at the door. However, communication is not effective and parents are not aware of what their children learn in nursery.

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

- Not all children behave well. When staff notice what children are doing, they remind children of their expectations. However, there are too many occasions when children's poor behaviour goes unnoticed. During the inspection, the inspector alerted the manager to unacceptable behaviour, that was putting other children at risk. In addition, children often put themselves in danger as they run around. This disorderly environment contributes to children having accidents and sustaining injuries.
- Not all procedures support children's good health because staff are not always vigilant to children's care needs. At the time of the inspection, staff did not identify that some children had soiled or wet nappies that needed to be changed.
- Assessment is poor. Staff do not use assessment regularly enough to recognise children's progress, understand their needs or to plan activities to support children. They have failed to carry out assessments on all children, when they started earlier in the year. They have not assessed the starting points of children in receipt of funding. As a result, funding is not used effectively.
- The curriculum is poorly designed. Not all activities motivate children and staff do not know what they want children to learn next. This leads to weaknesses in

behaviour. For example, when children do not know what to do with a threading activity, they run around swinging threads with a bead on. This puts them and others at risk.

- The nursery does not have effective relationships with parents. The manager has implemented new ways of sharing information with parents about what children are doing in nursery. However, she has not evaluated the effectiveness of this process and has not identified that many parents do not use the new electronic journal. As a result, parents comment that they do not know what their children are learning.
- The manager's monitoring is weak. She has not identified that there are significant weaknesses in the nursery. For example, she does not monitor attendance effectively. She has failed to identify gaps in assessment and planning. She has not evaluated the impact of recent initiatives.
- Children develop good relationships with each other. Older children ask others to join them in their play. For example, they play together as they load the aeroplane and take the play figures on holiday. They plan where they are going to go.
- In general, children have a good relationship with staff. They enjoy talking to them about Halloween as they draw with chalks. They chat about what they are going to do and the costumes they will wear.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in relation to behaviour management mean that children are not consistently safe in the nursery. The manager has not identified possible safeguarding concerns. She does not have a secure understanding of her responsibilities to document and report safeguarding concerns to other professionals in a timely manner. Staff do not implement policies and procedures effectively to ensure the safety of children in their care. Despite this, the manager and her staff have a reasonable understanding of wider safeguarding issues, such as the 'Prevent' duty guidance.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve knowledge and understanding of safeguarding policy and procedures and identify and respond to concerns in a timely and appropriate way	29/10/2021

ensure that behaviour is managed appropriately and that incidences of poor behaviour are tackled effectively	29/10/2021
ensure children's personal health care needs are consistently met, in relation to nappy changing	21/10/2021
ensure assessments are consistently used to identify individual children's stage of development	29/10/2021
improve children's motivation and plan and deliver appropriately challenging and enjoyable activities, which build on what each child already knows and can do	29/10/2021
improve information sharing with parents so that parents know what their children are doing in nursery and how they can help them at home	29/10/2021
improve supervision and monitoring of staff's practice and support them to undertake appropriate training and professional development opportunities, to ensure they offer good quality care, learning and development experiences for children that continually improve.	29/10/2021

Setting details

Unique reference number	2523569
Local authority	Durham
Inspection number	10194616
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	2 to 3
Total number of places	20
Number of children on roll	19
Name of registered person	Seaside Lane Nursery Committee
Registered person unique reference number	RP908687
Telephone number	07876056612
Date of previous inspection	Not applicable

Information about this early years setting

Seaside Lane Nursery registered in 2019. It is situated in Easington Colliery. It operates Monday to Friday, term time only, from 8.45am to 2.45pm. The nursery employs three members of staff. One member of staff holds an appropriate qualification at level 3. It provides funded places for two- and three-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed children's play and learning and evaluated the impact of this on children's learning.
- The manager showed the inspector around the nursery and discussed the curriculum.
- The manager showed the inspector a range of documentation, including documents relating to staff suitability.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to the staff at appropriate times during the inspection.
- The manager spoke to the inspector about how she manages the nursery and keeps children safe.

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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