

Inspection of Seashells Nursery

Mablethorpe Children's Centre, Stanley Avenue, Mablethorpe, Lincolnshire LN12
1DP

Inspection date: 11 October 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy when they arrive at the nursery. New children engage in learning and settle quickly because staff offer them activities that promote their interests. Children show kindness to their friends and learn to share. For example, when children make dough, they take it in turns to add ingredients to a bowl, such as flour, salt, oil and water.

Two-year-olds show good hand-to-eye coordination when they use jugs to scoop water and pour it down a drainpipe. When they do this, staff's interactions support them to understand the narrative to a nursery rhyme. For instance, staff sing a nursery rhyme about a spider and a drainpipe. They put a toy spider at the top of the drainpipe and ask children if they can make it fall to the bottom. Three- and four-year-olds begin to understand similarities and differences. For instance, they listen when staff read them a story about an elephant that is different from his friends. Children understand and follow the story. They say 'we are all different'.

When children go for walks to the library, they learn how they can keep themselves safe. For example, staff help children to recognise when it is safe to cross the road.

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

- The manager and staff have worked hard to improve practice since the last inspection. The manager monitors staff's performance well, for example through regular supervisions. She supports staff to develop their individual skills and practice. For example, staff attend training courses that help them to develop children's communication and language skills. Staff offer children a language-rich environment where they talk to children when they play alongside them. They read stories to children, sing nursery rhymes and ask children questions to encourage their thinking skills.
- The manager and staff establish effective partnerships with other agencies involved with children and their families. Staff use information from other professionals and parents to provide individual plans for children with special educational needs and/or disabilities. They use these plans to support children's development, for example to extend children's social interactions with others.
- Children learn the rules and boundaries in the nursery. For example, during group circle time, staff explain to children that they need to use 'walking feet', 'listening ears' and 'gentle hands'.
- The manager has a clear vision of what she wants children to develop and why. The curriculum has a clear focus on developing three- and four-year-olds' independence in readiness for school. Staff remind children to wash their plate after snack time and to take off their coats when they come in from outdoors.
- Parents are very well informed about their children's development. They praise

the staff for supporting their children's speaking skills. Parents appreciate that staff offer activities and ideas to help them encourage their children's learning at home. This helps children to receive consistency between home and the nursery.

- Occasionally, during planned small-group times, staff who lead the activity are distracted by other children who are playing. Therefore, the children involved in the planned activity have to sit and wait for instructions, rather than being able to be fully involved.
- Staff work hard to understand the different experiences that children may have had before they come to nursery. They are aware that some two-year-olds have had limited opportunities, due to the COVID-19 pandemic, to mix with other children and adults. Because of this, staff plan group-time activities to encourage children to make relationships with others. They take children to a library to listen to stories being read by other adults. Staff know that some three- and four-year-olds do not have opportunities to learn how fruit and vegetables grow, so they provide these experiences for children in the nursery garden. Children help staff to grow and harvest plums, tomatoes, strawberries and pumpkins.
- The manager uses additional funding effectively to help close gaps in children's learning. For example, resources have been purchased and are used to support children's mathematical and social skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about safeguarding. Staff complete training and discuss safeguarding scenarios at staff meetings. This helps them to understand how to identify and respond to signs of abuse and neglect. The manager and staff know where to report concerns about children's safety. Staff complete risk assessments when they take children for walks. They provide children with high-visibility jackets so they can easily be seen. Staff supervise children and make sure that all children hold onto a member of staff's hand. They meet children's individual health needs. For instance, they receive specific training from health professionals to administer medication to children.

What does the setting need to do to improve?

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

- strengthen staff's planning of small-group times to ensure that children are engaged and get the most from the learning experience.

Setting details

Unique reference number	EY337834
Local authority	Lincolnshire
Inspection number	10133356
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	46
Number of children on roll	32
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	015 0747 9109
Date of previous inspection	20 November 2019

Information about this early years setting

Seashells Nursery registered in 2006 and is situated in the grounds of Mablethorpe Children's Centre, Mablethorpe, Lincolnshire. The nursery employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, three hold qualifications at level 3, and two hold qualifications at level 2. The nursery opens from Monday to Friday during term time. Sessions are from 9am to 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the nursery.
- The manager and the inspector completed a learning walk together of all areas of the nursery, and the manager discussed how she intends to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times during the inspection.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the operations manager. She reviewed relevant documents and evidence of the suitability of staff working in the nursery.
- Feedback from parents was gathered through discussions and the inspector took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021