

Inspection of Seashells Nursery

Sheerness Children & Families Centre, Seashells, Rose Street, SHEERNESS, Kent
ME12 1AW

Inspection date: 9 December 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Leaders and managers recognise there are weaknesses in the curriculum and that it does not support children's learning well enough. They have identified that planning does not target the key skills children need to learn. In addition, staff's knowledge and understanding of the curriculum is variable. Sometimes, children do not receive good-quality interactions and support from staff to help promote their learning further. However, leaders have created a detailed action plan and have recently begun to address the weaknesses identified.

Children have many opportunities to develop their physical skills. They confidently climb trees and refer to being like 'Spiderman' when using the climbing wall. Younger babies receive support from staff in their walking skills; furniture is organised in a way that helps them cruise from one area to another. Children are learning to behave well. They take it in turns to go up and down the slide. Children have fun and enjoy spending time with staff, such as playing games of hide and seek.

Children are learning to respect differences through planned activities for various celebrations. Children enjoy making decorations for different festivals, for example painting candles for Hannukah. In addition, children listen to the story of the 'nativity'. They develop confidence in their speaking skills when they respond to the questions put to them by staff, such as 'what is in the sky?' and children respond 'a star'.

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

- Leaders and managers have evaluated the service provided and identified there are some improvements to be made in how the early years curriculum is planned and implemented. They recognise the impact that COVID-19 has had on staff, children and parents. Leaders and managers have put in place procedures to support staff's well-being and target children's speech and language development. They are also taking steps to engage with parents about the service provided.
- Leaders and managers use funding to improve children's communication and language. For instance, 'early talk boost sessions' provide opportunities for children to develop their confidence in speaking and listening skills. Leaders and managers monitor and give support to staff. They are developing the use of supervision effectively to help them pinpoint where further support is required for staff.
- The intent for the curriculum provided is variable across the nursery. Some staff are less confident about what children need to learn. This impacts on the implementation of the activities provided, which lack clarity. Although staff play

with children, their levels of engagement do not ensure meaningful interactions to support children's learning consistently. However, staff supervise children, indoors and outdoors, to help keep them safe.

- Staff support children with special educational needs and/or disabilities and those who speak English as an additional language. They use visual prompts which enable children to choose the song they want the staff to sing. Children learn to sing songs like 'Jingle Bells' for celebrations such as Christmas. They eagerly shake bells, which enables everyone to take part, including those who are less confident in their speaking skills.
- Staff encourage children to learn positive behaviour. For instance, during tidy up time, they ask children to use their 'helping hands'. However, children are not consistently engaged in the activities provided, which impacts on their attitude towards future learning. For example, during story time, children lose interest and move away.
- Staff know their key children well and sensitively support their emotional well-being as well as their families. They are kind and caring and provide comfort and reassurance to support children to feel safe and secure. Leaders and managers have begun to work with parents to provide advice and support about children's oral health. For instance, they share suggestions about healthy food options for children's packed lunch. Staff introduce books that help children to learn why they need to go to the dentist and brush their teeth.
- Parents comment that they are happy with the nursery and their child has settled well. Staff communicate and provide information to parents regularly about their child's day. However, staff provide less detailed information about the early years curriculum and how this helps children to learn. Partnerships with other professionals that work with children are positive. This enables staff to provide continuity of care, and monitor and support children's safety.

Safeguarding

The arrangements for safeguarding are effective.

Staff's knowledge of safeguarding is secure. The designated safeguarding lead implements child protection procedures swiftly if they have concerns about a child's well-being. Leaders and managers have provided all staff with health and safety training. This helps staff to understand their roles and responsibilities in identifying hazards and minimising or removing risks. Following a review of risk assessments, leaders and managers have made changes to improve children's safety. This includes increasing the height of the outdoor perimeter fence and moving climbing equipment away from it. Effective safer recruitment procedures check that the staff working with children are suitable to do so.

What does the setting need to do to improve?

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

	Due date
ensure all staff gain a clear understanding of what children need to learn and that they have the skills to implement the curriculum at a good level to meet each child's developmental needs	28/01/2022
support staff to provide meaningful engagement with children to promote their learning and development at a consistently good level.	28/01/2022

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

- provide parents with more detailed information on how the early years curriculum is being delivered in the setting, and how parents and/or carers can support their child's learning.

Setting details

Unique reference number	EY297098
Local authority	Kent
Inspection number	10217189
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	0 to 11
Total number of places	80
Number of children on roll	148
Name of registered person	Children and Families Limited
Registered person unique reference number	RP903564
Telephone number	01795 663311
Date of previous inspection	15 December 2016

Information about this early years setting

Seashells Nursery is run by Children and Families Limited. It registered in 2004 and operates from purpose-built rooms at the Children and Families Centre in Sheerness, Kent. The nursery is open Monday to Friday, from 8am to 6pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. There are 26 staff; of these, 15 hold early years qualifications to level 2 or above and one member of staff has early years teacher status.

Information about this inspection

Inspector

Maria Conroy

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager of the setting completed a learning walk with the inspector to discuss the intentions for children's learning.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager and the qualified teacher.
- The inspector spoke to parents during the inspection and 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.

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