

Inspection of Seaside Lane Nursery

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

Inspection date: 7 March 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised. During the inspection, it was found that risk assessment processes are not effective at identifying and addressing potential hazards. For example, stagnant water sits in children's resources in the outdoor play area, soiling on toilet seats is not dealt with promptly and a single hand towel is used by children who do not wish to use the hand dryer. Floors where nappy changes occurred are not suitably clean. Even when these hazards are pointed out to the manager, they are not dealt with in a timely manner. These hazards pose a risk to children in the setting and compromise children's welfare and well-being.

Nevertheless, children are happy, confident and keen to attend. They show that they feel relaxed, as they explore the play environment and independently choose what they want to play with. Children express their creativity, as they draw and use their hands and fingers to explore textures, such as play dough.

Children behave well. They demonstrate thoughtful behaviour towards their friends. For instance, they understand about fairness and know when it is time to let others have a turn with more popular toys, such as scooters. Staff have improved how they help children learn good social skills and respect for others. This helps children learn the skills they need to be ready for their move to school.

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

- Steps have been taken to meet all actions set from the previous inspection. For example, the committee has made positive changes to improve the learning environments for children, both indoors and outdoors. They have employed a new knowledgeable practitioner and further supported two staff to complete relevant level 3 qualifications in early years to extend their skills. However, the action plan for improvement in the quality of education is still at an early stage of being embedded. This means the impact on how effectively the nursery improves the outcomes for children is, sometimes, too slow.
- The manager identifies the focus for some children returning after periods of absence, due to the COVID-19 pandemic, is on their personal, social and emotional development. Staff know the children well. They identify next steps in the children's individual learning, and plan opportunities to support these. However, sometimes, staff do not always successfully focus on their intentions for children's learning in the delivery of challenging and enjoyable activities.
- Overall, staff have improved the way they engage with parents during discussions as children arrive and leave. They encourage them to access their child's digital learning record and read nursery newsletters. However, the manager has not considered alternative ways of sharing information with all parents about children's development. Some parents comment that they do not

receive enough information about their children's learning to know how to support them at home.

- Staff are friendly, kind and caring in their approach. They form warm and trusting bonds with children and, overall, are sensitive to their individual needs. Children benefit from positive attachments with staff.
- Staff support children with special educational needs and/or disabilities well. They work closely with other professionals to meet children's individual needs.
- Children are beginning to develop an awareness of numbers and colours. Staff model simple counting as younger children play. This enables children to begin to develop an awareness of numbers and colours. For example, as they spoon coloured pasta into a bowl, staff count aloud 'one, two, three' and children copy and count. Older children discuss the height of a tower of bricks and describe the plastic insects they find in a tray of fake flowers and foliage.
- The weaknesses in leadership and management put children's welfare at risk. Nonetheless, children have good opportunities to be outdoors on a daily basis and practise their physical skills. Staff provide children with healthy fruit and fresh water at snack time. However, at times, they do not support children as well as possible to understand the benefits of a healthy lifestyle. They, sometimes, forget to give reasons and reminders for good hygiene practices. For instance, some staff encourage children to wash their hands after having their nappy changed and some staff do not.
- The manager works with the local authority advisor to help identify the strengths and weaknesses of the setting. The committee aspires to improve its service for the local community and families. For example, they plan to create a Parent's Pod for parents to relax in and receive support when needed. However, the committee does not precisely target the manager's professional development opportunities, to help her raise the quality of practice and maintain consistently good levels.

Safeguarding

The arrangements for safeguarding are not effective.

Despite all staff receiving safeguarding training, the manager, who is the designated safeguarding lead, is not clear about the reporting procedures to follow if there was an allegation about a member of her staff. This puts children's welfare at risk. That said, staff have a good understanding of what to do if they have a concern about a child's welfare. They can identify the signs and symptoms that may indicate that a child is at risk of harm and have a good awareness of wider safeguarding guidance. However, staff do not rigorously risk assess the premises to help minimise any potential hazards. For example, they are unaware of the possible risk of disease from children playing with stagnant water and the risk of cross-contamination, as children share a single hand towel to dry their hands. This has a negative impact on children's welfare and safety.

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 the setting's designated safeguarding lead has an up-to-date knowledge of safeguarding matters, in particular the reporting procedures to follow if there was an allegation about a member of staff, in order to be able to respond in a timely and appropriate way	14/03/2022
use risk assessments effectively to identify all potential hazards in the environment and to promptly take all reasonable steps to ensure children are not exposed to risks	14/03/2022
provide more consistent support to help staff identify the intended learning for planned activities	14/04/2022
explore ways of involving parents more fully in building on what their child is learning at nursery to help them extend their child's learning at home	14/03/2022
increase opportunities throughout the day for children to enhance their awareness of the benefits of a healthy lifestyle and good hygiene routines.	14/03/2022

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

- make swifter use of self-evaluation to address more accurately any weaknesses in the manager's and staff's practice to achieve good outcomes for all children.

Setting details

Unique reference number	2523569
Local authority	Durham
Inspection number	10212752
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 4
Total number of places	20
Number of children on roll	22
Name of registered person	Seaside Lane Nursery Committee
Registered person unique reference number	RP908687
Telephone number	07876056612
Date of previous inspection	6 October 2021

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 four members of staff who hold an appropriate qualification at level 3. It provides funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Harvey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provision.
- The inspector and manager completed a learning walk together to discuss the curriculum and what they want children to learn.
- The inspector spoke to staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working with children.

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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