

# Inspection of Seashells Early Years Centre Ltd - Preschool

East Cowes Family Centre, Beatrice Avenue, East Cowes, Hampshire PO32 6PA

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Inspection date: 16 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children are warmly welcomed into the pre-school by staff, who help them to feel happy and safe. Children develop good relationships with staff and their friends. They speak confidently to visitors, as they show them around, talking about favourite toys and where they play. Children develop good levels of self-esteem and behave well. They learn how to share, as they take turns with favourite toys. They manage this well. For instance, as children chose to play with the same scooter, they use the sand timer to make sure their friends have equal time playing. Children say please and thank you as they share the scooter. They recognise and respond to the differing needs of their friends with kindness and consideration.

Children benefit from a varied curriculum that motivates them to play and learn. They become absorbed in activities which encourage them to explore and to experiment with ideas, which support their good knowledge and skills. For example, as older children play with water, they work out how to move small world animals down pipes. They listen to staff explain how to squeeze pipettes and copy their instructions. Children experiment with how much water is needed to move the turtle and the whale, sharing their ideas with staff confidently.

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

- The manager is qualified and dedicated in her role. She leads a team of well-qualified and equally dedicated staff, who put the children at the heart of their practice. They have a common desire to help all children to have the best start in their education and offer good levels of care. Staff work well together. They say that they feel valued and respected by the manager and enjoy their roles. The manager uses her regular supervisions with staff to provide guidance and support. She recognises that there is more that can be done to focus training and enable staff to further their practice skills and to enhance the delivery of the curriculum.
- Staff promote children's physical skills well. They recognise the individual needs of children and adapt the environment to help them to take risks safely, as they play. When activities are more challenging, staff help children to keep on trying, to successfully achieve new skills. For instance, children confidently climb and manoeuvre their bodies as they move around the geodome. They learn how to throw and catch balls with staff, gaining good hand-to-eye coordination skills. These skills help children to gain control of their large and small muscle movements and develop their good physical coordination skills.
- Partnerships with parents are good. Regular exchanges of information between staff, parents and carers support children in settling. Parents speak positively about the setting, saying that they feel staff are kind and caring. Children say

that 'Seashells is fun'. However, staff are yet to use established partnerships with parents and other sources, to help them gain a full range of information about children's speaking and listening skills, when they first start. This slightly hinders how staff can plan and precisely tailor the curriculum for some children, from the outset.

- Staff teaching is good. Opportunities for children to learn about mathematics are supported well by staff. During activities children learn how to count, to recognise shapes and to use mathematics purposefully in their play. For instance, as children play hide and seek, they count as their friends hide. Staff model numbers to help some children to count in order. As children draw houses, staff help children think about and names of the shapes, such as 'the square windows'.
- Children behave well and are kind, caring and respectful of their peers. Staff are good role models. They teach children about using good manners as they share toys and resources. Children learn that they are all unique and that some friends' needs are different from their own, and how to value and respect these. For instance, as children take part in music and movement, they choose favourite rhymes and learn that they all like different songs. They join in with actions and movements of the nursery rhymes their friends chose, as they wait for theirs to be sung.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of how to keep children safe. They undertake regular training in safeguarding and have a good knowledge of issues, including children being exposed to radical and extreme views and behaviours. They know how to identify the signs and symptoms that could indicate a child is at risk of abuse and neglect and how to report and escalate these concerns. Staff teach children how to keep themselves safe during the day. For example, they teach children to wear cycle helmets when using scooters and bicycles, in line with the rules of the setting. Children explain how this keeps their heads safe, as they develop and understanding of routines to promote their own well-being.

## What does the setting need to do to improve?

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

- gather more information from parents, carers and other sources, particularly in relation to communication and language skills, to further enhance the planning for children's learning needs, from the outset
- focus professional development more precisely on gaining skills and knowledge that can be used to enhance the support for individual children's learning, based on their particular needs.

## Setting details

<b>Unique reference number</b>	2527010
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	10208328
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	3 to 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Seashells Early Years Centre Limited
<b>Registered person unique reference number</b>	RP532732
<b>Telephone number</b>	01983297600
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Seashells Early Years Centre Ltd Preschool registered in 2019 and is in East Cowes, on the Isle of Wight. The setting is open Monday to Friday, from 7.45am to 5.15pm, all year round. There are 11 staff who work at the setting, of these nine have early years qualifications at level 3 or above. The provision receives early education funding for children aged three and four years.

## Information about this inspection

### Inspector

Tara Naylor

## 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 provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents and children shared their views of the setting with the inspector.

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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