

Inspection of Shoebury Nursery

Shoebury Childrens Centre, Delaware Road, Shoeburyness, Southend-on-Sea SS3
9NS

Inspection date: 3 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children enter the setting eagerly, greeted by friendly and dedicated staff who know the children well. Babies and young children feel secure and content in their environment, greeting visitors with a smile and a wave. Children thrive and build strong and trusting attachments with staff and their peers. Children display acts of kindness when pouring their peers a drink before themselves.

Children settle swiftly as they enthusiastically explore inviting and well-planned activities that reflect children's individual interests. Resources are age-appropriate and accessible. Children are confident and motivated learners. They become engrossed in imaginative play and enjoy the freedom to follow their own ideas, learning through trial and error. For example, children self-select different-colour paints and experiment by mixing them into the water, giggling to themselves while inventing magical potions.

Children's physical and emotional well-being are supported throughout the nursery. Outdoor gardens are plentiful and support all areas of learning. Babies and young children benefit from a multi-functional sensory room. It is a calming place for children who become overwhelmed at times. Additionally, the soft play equipment helps babies to develop the physical strength and skills required to support them in learning to stand and take their first steps.

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

- Overall, teaching is meaningful. In-depth information is gathered about each child before they start. Additionally, regular and robust assessments are used to inform teaching. Any gaps in children's learning are swiftly identified and appropriate support provided. All children make good progress from their starting points. However, at times, staff do not always challenge children's learning and support critical thinking skills to build upon what they already know. For example, children build a tower of blocks that continuously falls down. Staff rebuild the tower for them with a more secure base. This limits the chance for children to develop their thinking skills and find solutions to problems independently.
- There is a clear and ambitious curriculum throughout the setting which is securely embedded in staff planning and daily practice. The curriculum for children with special educational needs and/or disabilities (SEND) is still ambitious, and children are receiving the support they need to succeed. Collaborative working between parents, key persons and outside professionals, such as health visitors and speech and language therapists, ensures all children's individual needs are met.
- Babies and children make good progress in their communication and language

development. Staff listen to children and give them time to respond to questions. Staff read to children in a way which sparks curiosity and a love of reading. Babies delight in singing their favourite songs. Young children say 'star', and attentive staff respond by singing 'twinkle, twinkle, little star' and praising the children for using words to express their song choice.

- Staff are extremely consistent in their approach to supporting children to regulate their emotions. For example, when children struggle to share a popular toy, staff are empathetic and speak in a calm and reassuring manner. Staff acknowledge children's feelings and use effective strategies to help them learn to share and take turns. Additionally, staff give children meaningful praise for the use of good manners, such as saying 'please' and 'thank you'. As a result, children learn to understand the difference between right and wrong and begin to accept the needs of others.
- Since the last inspection there have been considerable efforts in supporting children's independence. Babies learn to feed themselves and independently access their water bottles during the day. Older children peel and cut up their fruit at snack time and attempt to put on their shoes and coats before going outdoors. As result, children are becoming increasingly independent in managing their personal needs.
- The manager is extremely reflective and passionate to deliver the best care for children and their families. Parents report how they feel pivotal in their children's further learning at home, with daily face-to-face communication and online updates of their children's development.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given unquestionable priority. The provider implements effective risk assessments to ensure that children can play safely indoors and outdoors. The provider and all the staff have regular safeguarding training and have robust knowledge to ensure the safety of children in their care. The provider and staff demonstrate that they can identify children who may need early help or are at risk of neglect, abuse, grooming or exploitation. The provider and staff are confident in the procedures to follow if they have a concern about an adult working with children or an allegation was made against them.

What does the setting need to do to improve?

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

- support and challenge children's developing critical thinking skills to deepen their learning in all areas.

Setting details

Unique reference number	EY296575
Local authority	Southend-on-Sea
Inspection number	10280284
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 4
Total number of places	84
Number of children on roll	76
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	01702 291305
Date of previous inspection	16 August 2017

Information about this early years setting

Shoebury Nursery registered in 2004 and is situated in Shoeburyness, Essex. It is one of a large chain of nurseries run by the Early Years Alliance. The nursery employs 12 members of childcare staff. Of these, nine staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, from 8am until 6pm, for 51 weeks of the year, except for bank holidays and three staff training days. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louisa Taylor

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector and the manager discussed the impact of the pandemic, and the inspector has taken that into account in their evaluation of the setting.
- The nursery manager and the inspector completed a tour of the setting, both indoors and outdoors, to understand how the early years provision and curriculum are organised. Additionally, the manager showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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 of group activities with the manager.
- Children communicated with the inspector during the inspection.
- Parents and carers shared their views of the setting with the inspector.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector held a meeting with the management team and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the setting and a selection of other records.

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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