

Inspection of Cockleshell Nursery

Southend Adult Community College, Ambleside Drive, Southend-on-Sea, Essex SS1 2UP

Inspection date: 14 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 are happy and confident in the nursery. They eagerly approach visitors to ask their names and introduce themselves. Children demonstrate that they feel safe and secure in the care of familiar adults. They climb onto staff's laps, ready to listen to a story. Children spontaneously offer cuddles to adults, showing their affection.

Babies enjoy being active in a music session. They join in with staff to bend and stretch to 'wake up their bodies', to start their day. Toddlers join in with group song times that are planned to help them be active. During a song about sleeping lions, they pretend to be asleep. Staff build on the anticipation by talking softly to them as they reach the key moment to wake up. They jump up and down with excitement and pretend to roar like lions.

Children play cooperatively in the outdoor environment. They transport soil from the mud kitchen to the playhouse. They use wooden spoons carefully to scoop the soil into bowls and relish serving their imaginary food to adults. Staff encourage and join in with other children to run up and down the garden. Children giggle as they follow their friends. This helps them to develop positive attitudes towards being active.

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

- The manager has reviewed the nursery's behaviour management policy and procedures. Staff have attended additional training to embed effective strategies to support children's positive behaviour. As a result, staff feel confident to support children's behaviour through agreed approaches.
- The manager has a clear idea of the skills that she wants children to learn before they move into the next stage of their learning. She has reflected on the impact that the COVID-19 pandemic had on children, and has adapted the focus to further support the children. For example, she has placed a focus on promoting children's speech and communication. However, staff are not always consistent in supporting children to be independent. Staff wipe the children's noses, pour their drinks, and cut up their snack. This does not give children opportunities to practise these skills, ready for the next stage in their education.
- The key-person system is effective. Staff build close bonds with their children and talk confidently about where they are in their learning. They gather detailed information when children start at the nursery to help them understand what children already know and can do. Staff regularly assess all children to ensure that they are making good progress. The special educational needs coordinator is knowledgeable about the children who require additional support. She works closely with the children's parents and outside professionals to ensure that their

individual needs are met.

- Children behave well. Staff use sand timers, so children know how much time they have left to play before they need to tidy up. This helps children to bring their play to a satisfactory end. Staff remind children when the sand timer has finished, and this indicates that they now must tidy up. Some children independently tidy away their toys and staff gently remind other children to help their friends. This helps children to take responsibility for their room and respect the resources.
- Staff regularly read stories with children, inviting their thoughts and ideas. This helps children to listen to a wide vocabulary. Staff skilfully encourage children to remember previous learning. For example, they ask children to recall the sequencing of the life cycle of a caterpillar. More confident children keenly voice their ideas and share their knowledge. However, staff do not always consider how to encourage those children that are less confident to talk and express their ideas.
- Parents are very positive about the nursery. They praise the care and education that their children receive. Parents state that the nursery uses their children's interests, and these are added into the curriculum to motivate them to learn. They value the communication that they have with staff. Parents are confident that the staff know their children well and are kept informed of their children's progress.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to safeguard the children in their care. Staff have a clear understanding of how to identify and respond to any concerns about a child's welfare. They are knowledgeable about the wider safeguarding concerns that may have an impact on children's lives, such as female genital mutilation. The manager and staff know where to report any concerns about children's safety or allegations against a member of staff. Robust recruitment processes are in place to ensure that those working with children are suitable to do so.

What does the setting need to do to improve?

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

- support staff to provide consistent opportunities for children to develop their independence, particularly at mealtimes
- review and adapt activities to ensure all children, particularly the quieter children, fully engage and benefit from the learning.

Setting details

Unique reference number	EY284617
Local authority	Southend-on-Sea
Inspection number	10281917
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	72
Number of children on roll	93
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	01702 614171
Date of previous inspection	27 September 2017

Information about this early years setting

Cockleshell Nursery registered in 2004 and is one of a large chain of nurseries run by the Pre-School Learning Alliance. The nursery employs 18 members of childcare staff. Of these 15 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, for 51 weeks of the year, excluding bank holidays and three staff training days. Opening times are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shelly McDougall

Inspection activities

- This was the first routine inspection the nursery has 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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