

Inspection of Your Co-op Little Pioneers Nursery & Pre-school Seaham

North Terrace, Seaham, County Durham SR7 7EU

Inspection date: 3 August 2023

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Overall, children receive care and education that meets their needs. Babies show that they feel secure in the care of staff as they open out their arms for reassuring hugs and comfort. They smile as staff talk to them during creative activities, such as when babies use their senses to explore paint and dough. Generally, children listen and respond to instructions given. However, some children lose interest in their play and require support to manage their feelings and behaviours. This is particularly evident around transitions during the day, such as mealtimes. Although there are some behaviour support plans in place, staff do not provide children with a consistent approach about the expectations of behaviour.

Staff complete observations and assessments of children's learning and share this information with parents, such as through the required progress check at age two. Teachers are invited into the setting and pre-school staff share information about children before they start school. Staff understand what they want children to learn. However, there is a variation regarding the quality of interactions. For instance, some staff offer learning that is not developmentally appropriate for young children, such as encouraging very young children to learn how to write before they reach pre-school. Despite this, children develop the basic skills they need for school and their next stage in learning.

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

- Managers complete regular supervision sessions and help to promote staff well-being. There are suitable evaluation procedures in place. For instance, pre-school staff encourage children to share their ideas and suggestions and have developed a 'pre-school council' to help to capture children's views. However, there have been a number of changes to the management and staff team. Senior managers recognise there are emerging weaknesses in practice and have implemented an action plan. This includes identifying appropriate training plans for staff to help to enhance the quality of their interactions. However, this has not yet been implemented into practice.
- Staff share information with parents through an online platform. This includes photographs of children playing and care practice routines. Managers are considering ways to develop further ways to help to provide a continued approach to children's learning and development. For instance, they have created a new lending library for parents and children to take books home to share together.
- Children have regular access to outdoor play and are physically active in their play. Young children climb steps and laugh before they slide down the other side. Staff offer regular praise and encouragement to children as children repeat this. This helps to promote their self-esteem. Older children learn how to use

appropriate cutlery to cut their own fruit and serve themselves during mealtimes. They choose from a variety of healthy options. Staff support children to follow hygiene practices. This helps to develop children's understanding of how to lead a healthy lifestyle.

- Children sufficiently engage in stories, songs and rhymes. Older children demonstrate suitable communication and language skills. For instance, they sit together in large groups and listen to stories read by staff about aeroplanes and talk about their experiences of going on holiday. Staff use some strategies to engage children with special educational needs and/or disabilities. For instance, they use sound recording buttons and engage children in 'ready, steady, go' games. Furthermore, they use puppets and encourage children to listen and copy sounds.
- Children are confident. They greet visitors with an eagerness and talk to them about their day. Children form friendship groups and seek out others to share their experiences. For instance, they dress up using bandages and talk to each other about feeling better after a trip to the doctor's. This demonstrates children's imaginative skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff show that they are aware of the setting's safeguarding policies and procedures. They complete safeguarding training before they start working with children and ensure they understand the steps to follow in the event of a concern about the welfare of a child. Managers follow safe recruitment practices and review the ongoing suitability of staff. This helps to ensure that those working with children are safe to do so. Staff are aware of whistle-blowing procedures and managers understand their responsibility to notify relevant authorities in a timely manner in the event of an allegation against a member of staff.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
develop a consistent approach to supporting children to understand how to manage their feelings and behaviour	31/08/2023
review the setting's curriculum to ensure it is appropriately ambitious for all children	31/08/2023

improve the quality of interactions between staff and children to help them to identify what children need to learn next.	31/08/2023
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Setting details

Unique reference number	2696265
Local authority	Durham
Inspection number	10304144
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	65
Number of children on roll	103
Name of registered person	The Midcounties Co-Operative Limited
Registered person unique reference number	RP900862
Telephone number	01915816911
Date of previous inspection	Not applicable

Information about this early years setting

Your Co-op Little Pioneers Nursery & Pre-school Seaham registered in 2022. The nursery is open Monday to Friday all year round, excluding bank holidays. Sessions are from 7.30am to 6pm. There are currently 21 members of staff employed to work with children. Of these, 18 hold appropriate qualifications at level 3 or above, including one at level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Allison

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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- 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.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents 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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