

Inspection of Little Waves Day Nursery

1a Emily Street East, SEAHAM, County Durham SR7 7SH

Inspection date: 26 September 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children settle quickly as they arrive. They are happy, confident and eager to participate in the activities available. These are carefully planned by staff to support children's interests. For example, some children show an interest in reading magazines rather than books, so staff incorporate these in the role play. Children excitedly say, 'I've done it!' as they walk across the balancing beam, which they proudly demonstrate to staff. Staff respond using positive and encouraging language. They celebrate children's efforts and successes, which enables children to feel safe and secure.

Behaviour and attitudes are very good. Children show high levels of concentration for extended periods of time as they are engrossed in their activity. Staff sensitively help children to follow the boundaries and routines of the nursery as they provide a positive role model of mutual understanding and respect. Children attentively listen to staff and use good manners. For example, young children state, 'If we all share, there are enough bricks for everyone!' Children follow instructions and hold hands with each other as they form a circle for whole-group sessions. They listen to each other and wait patiently for their turn. This helps to prepare them for school.

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

- The management team has a clear vision of what it wants children to learn and how it wants staff to deliver the curriculum. Staff share this vision and successfully implement a balanced curriculum that is based on what children can already do and know and what they need to learn next. There is a clear focus on developing children's independence. For example, staff help and support children to put on their own wetsuits and wellingtons to play outside. Older children show pride as they do this without help.
- Staff have high expectations for all children. Children with special educational needs and/or disabilities are extremely well supported. Staff work alongside external agencies and parents to plan and implement targets to help children reach the potential they are capable of. Regular meetings and support for parents through the referral process are offered. Staff use pictures to support children's understanding of what is happening next. Parents are supported to use these at home to further aid children's understanding.
- Staff are extremely enthusiastic in their engagement with children. They facilitate children's games, encouraging them to begin to learn to play alongside each other. Staff get down on the floor with children as they encourage them to make sounds and use musical instruments. Children are keen to have staff involved in their play, calling them over to show them what they have done. Children flourish under the praise and encouragement given by staff.
- Staff interact well with children and ask them open-ended questions to establish

what they already know, identify misconceptions and provide explanations. However, occasionally, staff ask children questions that do not enable them to deepen their thinking or to solve more challenging problems.

- Partnerships with parents are strong. The management team knows the children and families extremely well. Staff collaborate closely with parents to ensure a consistent approach to children's learning, both in the nursery and at home. Parents praise the nursery team. They comment that children thrive in the nursery. They praise 'the committed and knowledgeable staff team' and say they receive detailed feedback on their child's progress and development. This creates a trusting relationship between parents and staff.
- Staff work exceptionally well as a team. The manager shows a high regard for staff well-being, ensuring they feel appreciated, which helps them in fulfilling their roles. They reflect on practice and work closely with the staff to identify areas for development. For example, they have adapted how they organise the curriculum to provide more accessible activities for all children. Staff are able to access training and development. However, this is not always targeted fully effectively to improve outcomes for children even further.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- make sure that staff consistently ask children questions that deepen their thinking and allow them to solve more challenging problems
- ensure that staff training is more clearly focused on improving outcomes for children.

Setting details

Unique reference number	EY536886
Local authority	Durham
Inspection number	10364081
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	2 to 4
Total number of places	48
Number of children on roll	39
Name of registered person	Mellenthin, Gillian Anne
Registered person unique reference number	RP536885
Telephone number	0191 513 0293
Date of previous inspection	23 January 2019

Information about this early years setting

Little Waves Day Nursery registered in 2016. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- The manager and the inspector completed a learning walk and discussed how the curriculum and nursery are organised.
- Parents shared their views of the nursery with the inspector.
- Children and staff spoke to the inspector at convenient times during the inspection, and their views were taken into account.
- The manager completed a joint observation with the inspector to evaluate the quality of education provided.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The inspector reviewed a sample of relevant documents, including suitability checks, policies, procedures and other records regarding health and safety.

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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