

Seashore Day Nursery

Seashore House, Crown Score, Lowestoft, Suffolk, NR32 1JH



Inspection date

9 April 2015

Previous inspection date

25 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children benefit from secure relationships with their key person. This helps the children to feel confident and safe within the setting.
- Staff work effectively with parents. They gather good information about children at admission and continue to exchange information, so that they can provide for children's individual needs.
- Children are offered a wide range of experiences and activities that ignite their interest. The quality of teaching is good. This means children make good progress across the seven areas of learning.
- The manager has developed a robust procedure to ensure every child's development is accurately assessed and staff performance is monitored. This feeds into the effective supervision programme and helps to develop a thorough training plan for all staff.
- Staff have a clear understanding of the safeguarding policies and procedures. Staff members are aware of the procedures to follow in the event of a concern about a child or an allegation being made.
- New staff members have a good understanding of the setting's policies and procedures because of the robust induction procedure. This promotes children's safety and well-being.

It is not yet outstanding because:

- Staff do not take every opportunity to accelerate children's mathematical skills during their play indoors and outdoors.
- Staff occasionally miss opportunities to fully extend children's personal independence. For example, by involving children in preparing snack and serving during the lunch period.

What the setting needs to do to improve further

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

- extend children's understanding of mathematics even further by making the best use of opportunities for them to weigh, measure and solve simple problems during daily activities
- extend children's personal independence even further by allowing them to take part in preparing the daily snack and participating in serving their own drinks at lunchtime.

Inspection activities

- The inspector observed activities in the two rooms in operation and in the outside play space.
- The inspector held discussions with the staff and children at appropriate times during the inspection.
- The inspector held a meeting with the registered provider and the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector checked evidence of staff suitability, looked at children's records, planning documentation, staff files and a range of other documentation, including policies and procedures to safeguard children's welfare.

Inspector

Kerr Cobbett

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff closely observe and assess children's learning. They provide effective intervention, such as working with other professionals, so that all children make good progress from their starting points. Children's communication and language skills are strong due to the positive interactions and support from the staff. Staff use a small group activity for children to discuss their home life, which captures their attention. This engages children in lots of discussion and helps to broaden their vocabulary and listening skills, in readiness for school. Children enjoy the role-play area and pretend to be doctors and nurses. They use complex words to describe the equipment being used, when they play at taking each other's blood pressure. Staff acknowledge that this interest has been ongoing and have developed ways to extend the learning opportunities during their play. This means children are continuously being provided with appropriate challenge. However, staff do not yet use these opportunities to expand the children's understanding of some mathematical concepts. For example, they do not always encourage children to solve simple problems and explore weight and measure during activities.

The contribution of the early years provision to the well-being of children is good

Children are generally very happy and well settled in the nursery. They display high levels of confidence and self-esteem, while playing independently and during group activities. Children's physical development is well promoted. They move confidently in the outside space, climbing over large tyres, while managing their own risks effectively. Children's behaviour is effectively managed by all the staff. Staff get down to the children's level and use positive behaviour-management strategies to ensure instructions and requests are clear. This contributes to children's emotional well-being, which is very secure. Children's warm relationships with staff ensure their growing independence is carefully nurtured. For example, in the baby room, the younger children are learning to stand and pull themselves up using the equipment and support of staff. However, opportunities to extend the older children's personal independence are not always fully extended. For example, staff prepare and serve the snack to children, and pour children's drinks for them at lunchtime. Children, therefore, miss out on some opportunities to learn and take responsibility for age-appropriate tasks.

The effectiveness of the leadership and management of the early years provision is good

The management team has ensured previous actions and areas for improvement, raised by Ofsted, have been thoroughly addressed. The setting's comprehensive improvement plan sets clear targets, which are shared with staff. This enables the manager to drive the quality of teaching forward and support children's achievements. All staff have valid paediatric first-aid qualifications and attend safeguarding training. This helps to minimise the risks within the environment and promotes children's safety. Robust recruitment checks are implemented by the manager, to ensure staff are suitable to work with children.

Setting details

Unique reference number	EY259655
Local authority	Suffolk
Inspection number	1010712
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	96
Number of children on roll	112
Name of provider	Seashore Day Nursery Ltd
Date of previous inspection	25 March 2014
Telephone number	01502 580017

Seashore Day Nursery registered in 2003. It is a privately owned company, which operates from purpose-built premises in Lowestoft, Suffolk. The nursery is open each week day from 7.40am until 6pm for 51 weeks of the year. A holiday club operates for children aged from five to 10 years of age, during all school holidays. There are 23 staff members; 20 of whom hold a relevant qualification to at least a level 3 or above.

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