

Shoebury Nursery

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



Inspection date	16 August 2017
Previous inspection date	16 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Management and staff have created a warm and nurturing setting. The ongoing process of self-evaluation with well-targeted action plans is effective in maintaining good standards of care and learning.
- Children and babies are active and enthusiastic learners. They benefit from the close interactions with staff and the wide array of stimulating, high-quality resources.
- Staff help children develop a very good awareness of their local community, the wider world and the environment. Children enjoy exciting adventures at the beach and take part in interesting activities to mark different cultural festivals and traditional events.
- Staff support children who have special educational needs and/or disabilities very well. They forge effective links with other professionals and schools to fully support children's welfare and all-round development.
- The partnerships with parents are strong. Staff encourage parents to be fully involved in their children's learning. They provide additional resources and suggest ways to help parents extend learning further at home.

It is not yet outstanding because:

- Although the manager has started to evaluate the progress of different groups of children, this is not yet firmly embedded to successfully analyse any variations in achievement and sharply focus on helping all children make the best possible progress.
- On occasions, the staff in the pre-school room do not make the most of opportunities for the older children to persevere at activities of their own choosing and extend their independence skills even further.

What the setting needs to do to improve further

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

- strengthen the existing monitoring systems to compare the progress made by different groups of children and target interventions more precisely to help advance children's development to exemplary levels
- extend opportunities for the older children to follow their interests, persevere and enhance their independence skills in the pre-school room.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out joint observations with the nursery manager and viewed a sample of the children's development records.
- The inspector held discussions with the nursery manager, area manager, staff and children at appropriate times during the inspection.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, health and safety records and a sample of policies in relation to safeguarding children.
- The inspector took account of the views of parents from those spoken to on the day and from their written responses in emails and surveys organised by the nursery.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have completed training in child protection. They have a good knowledge and understanding of the signs and symptoms of abuse and the need to protect children from extreme views. Staff are vigilant about the security of the children. Risk assessments are frequently carried out to minimise any hazards to protect children. Recruitment procedures for new staff are robust. Regular supervisory sessions and training helps to encourage staff to build on the level of their qualifications and take on a senior role in the nursery. Parents are very complimentary about the staff team and the range of activities they provide for the children. They say they feel very well informed about their children's progress.

Quality of teaching, learning and assessment is good

Staff frequently observe and assess children as they learn through play. They use this information effectively to plan experiences that build on what children need to learn next. Children communicate confidently with staff and use descriptive language as they take part in imaginary and real-life scenarios. Their conversational skills are strengthened as they talk together about what they are doing. The early years pupil premium funding is used wisely to enhance children's social and emotional development and extend their mathematical skills. Children count, talk about different shapes and make comparisons when exploring size, colour and weight.

Personal development, behaviour and welfare are good

Children and babies feel safe and secure. They form close relationships with their key persons, supporting their emotional well-being. Plenty of support and comfort is offered when babies feel uncertain. Staff also support children well through changes, such as moving from room to room within the nursery and preparing them for full-time education. Children play harmoniously alongside their peers. They learn to share, take turns and use good manners. Staff successfully support healthy lifestyles. Nutritious snacks and meals are provided and any special dietary requirements are catered for. Children learn to manage their personal hygiene needs. They develop physical skills and enjoy taking safe risks, both indoors and outdoors. They demonstrate their agility as they balance on planks, ride wheeled toys and throw and catch balls. Children use scissors carefully and show consideration for safety as they walk up and down stairs.

Outcomes for children are good

Children and babies make good progress, including those who have lower starting points. They develop the skills they need for future learning and the eventual move on to school. Babies and toddlers are very inquisitive and relish the opportunity to investigate a variety of tactile, messy and natural resources. Older children's literacy skills are developing well. They listen intently to stories and join in discussions about their ideas. They develop early writing skills, making marks with paint, chalk and crayons and form recognisable letters as they write their name.

Setting details

Unique reference number	EY296575
Local authority	Southend on Sea
Inspection number	1064668
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	84
Number of children on roll	104
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	16 October 2013
Telephone number	01702 291305

Shoebury 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, two staff hold a degree at level 6, four staff hold an appropriate early years qualification at level 5, 10 staff hold a qualification at level 3 and two staff hold a qualification at level 2. The nursery also employs an administrator, cook and two cleaners. The nursery opens from Monday to Friday, for 51 weeks of the year, except for bank holidays and three staff training days. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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