

# Seabridge Early Years Creche

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY349094
<b>Inspection date</b>	09 May 2008
<b>Inspector</b>	Jacqueline Mason

<b>Setting Address</b>	Seabridge Primary School, Roe Lane, Westlands, Newcastle under Lyme, ST5 3PJ
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<b>Registered person</b>	Seabridge Care Club
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Seabridge Early Years crèche is run by a committee and opened in 1998. It's current registration has run since 2007. It operates within Seabridge Primary School in Newcastle-under-Lyme. The group serves a wide local area although is currently used solely by families of Seabridge Primary School.

The provision is registered to care for 24 children and there are currently 31 children aged three years to four years on roll. The setting is open from Monday to Friday during school term times. Sessions are from 09.00 to 12.45. Children who attend the morning school nursery session are able to attend from 11.30 to 13.00.

There are two full-time staff working with the children and they are both qualified to either a level two or three qualification. Extra staff can be brought in as required.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are aware of the need for good hygiene to promote good health. Clear explanations and consistent routines help children to understand the importance of washing their hands before eating and after toileting. They talk confidently about washing away germs. Adults act as positive role models and children see staff implementing good hygiene routines, such as washing their own hands before touching food. The arrangements for sick children are effective to ensure that the best interests of all children are met if they are unwell. Parents and carers are requested to provide suncreams for their children. Although the ineffective storage of suncreams means that they are accessible to children, children are learning how to keep themselves healthy, for example, they understand why they need to use suncream when the weather is hot and are also encouraged to wear sun hats.

Children's health needs are met by parents and carers because they provide snack and lunch for their children. Lunch boxes are stored in the fridge to ensure that perishable foods are maintained at an appropriate temperature. Fresh fruit is encouraged for snack and healthy options are encouraged for lunch. Children are learning about foods that are good and bad for them and this helps children to learn and develop healthy eating habits as part of a healthy lifestyle. Children bring their own drinks and these are readily available at all times.

Children's physical skills are developing well. Staff pay good attention to ensuring that children have daily access to active physical play. There is daily opportunity to access outdoor play and staff are currently considering purchasing raincoats, Wellingtons and umbrellas to enable children to play out in all weathers.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The physical environment is inviting to parents, carers and children and has a welcoming atmosphere. The setting provides an attractive environment in which children are helped to develop confidence and self-esteem. Space is mostly organised well and during warmer weather children are able to move freely between indoor and outdoor spaces. However, the use of space during story times and registration is not sufficiently considered to ensure that children's needs are being met. The environment is clean and well maintained. Children's art work is displayed attractively to help children develop a sense of belonging.

The effective storage of toys helps children to develop independence in the environment as they are able to select, use and return toys independently. Toys are stored in low-level units and are labelled, some with pictures as well as the written word, to enable children to know the contents. Toys are clean, safe and suitable for their purpose. Staff have a good awareness of the importance of keeping children safe and take necessary precautions such as covering radiators and electrical sockets. They help children to learn how to keep themselves safe. For example, they remind children how to carry scissors and screwdrivers (from the role play area) safely to avoid accidents.

Security of the premises is good to prevent children from leaving unsupervised and to prevent unauthorised access. Emergency evacuation procedures are good to ensure that children are kept safe in the event of needing to evacuate the premises in an emergency. Children are further

protected because staff have a sound knowledge of child protection issues. They are aware of the signs and symptoms of abuse and are confident to put necessary procedures into practice to ensure that children's welfare is safeguarded.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Staff plan a varied and interesting range of activities that build on children's natural curiosity as learners. For example, the role play area is currently a 'clock shop' and children are provided with watches and clocks along with screwdrivers, hammers and spanners for carrying out 'repairs'. There is a good balance between adult-led and opportunities for children to play and learn independently. Some children manage this well and work in small groups, bathing the dolls and playing with the small world cars. However, other children find it difficult to manage without direct, adult support. Staff recognise this and offer this support where it is needed to help children play with a purpose.

A consistent routine is followed and this helps children to be settled and confident. They know what happens next throughout the day. For example, they know that when the bell is rung they stop what they are doing and listen to the adult's instructions. Children move confidently around the room and work independently at activities of their own choosing. During warmer weather the door to the playground is opened to enable children to have freedom of movement between indoor and outdoor spaces. Activities are planned to promote all areas of development and learning. Children's developmental progress is monitored and recorded.

### **Helping children make a positive contribution**

The provision is satisfactory.

Staff manage children's unwanted behaviour through implementing strategies that are appropriate to children's age and level of understanding. Children are reminded to share and take turns but some children struggle to respect the needs of others, snatching toys that they want to play with from other children. Staff do challenge children about their behaviour but their approach is not consistent and therefore children are not learning to modify their own behaviour in order to learn right from wrong. Despite this, some children are developing good relationships with others and play well together in small groups. Staff value and praise good behaviour. 'Reward stickers' are used to reward good and kind behaviour and individual efforts are praised.

Positive images of culture, disability and gender are promoted throughout the setting to help children learn about the world around them and develop positive attitudes to others. Children are helped to learn about themselves and others through themed topics, such as 'Myself' where children are encouraged to talk about issues such as skin colour. Children have taken part in food tasting and have had opportunities to taste foods from around the world. Staff meet children's individual needs through discussion with parents and carers. There are currently no children on roll with disabilities and/or learning difficulties but there are good arrangements in place to ensure that the setting is fully inclusive to all children.

Staff have friendly relationships with parents and carers. There are good arrangements in place to inform parents and carers about the setting and regular newsletters are sent out to update them of any changes and the topic their children will be covering. Procedures to share information about their children's day are satisfactory. Staff are not able to see parents and

carers at the end of the day because the children go into the school's afternoon nursery class straight from the crèche. However, they make themselves available at the beginning of the day and also send out questionnaires to obtain parental opinions of the setting.

## **Organisation**

The organisation is satisfactory.

Children are settled and secure in a welcoming, caring and friendly environment in which staff put the interests of the children first and spend most of their time working directly with them. Children are cared for by consistent staff who know them well. A key-worker system is in place and each child has a named member of staff who takes responsibility for their well-being and all-round development on a day-to-day basis. This helps to ensure that all children's developmental needs are met. Overall, the provision meets the needs of the range of children for whom it provides. Staff are committed to their professional development and attend relevant training courses to further develop their childcare skills and knowledge.

All policies and procedures, necessary for the safe and efficient running of the setting are in place. These are shared with parents and carers to help them make informed choices about their children's care. Daily registers are accurately maintained and it is clear which children, staff and visitors are present at any one time. There are effective procedures to protect children from persons who have not undergone suitability checks. Documentation relating to individual children is stored securely to ensure that confidentiality is maintained.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- keep hazardous substances out of the reach of children (this is with regard to suncream)

- consider how the use of space can be improved when children are sitting together as a whole group
- develop consistent procedures for managing unwanted behaviour.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)