



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 400445

DfES Number: 514083

### INSPECTION DETAILS

Inspection Date 25/05/2004  
Inspector Name Carol-Anne Shaw

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Seamer Pre-School  
Setting Address Youth Centre  
Main Street, Seamer  
Scarborough  
North Yorkshire  
YO12 4RF

### REGISTERED PROVIDER DETAILS

Name The Committee of Seamer Pre-School

### ORGANISATION DETAILS

Name Seamer Pre-School  
Address Youth Centre  
Main Street, Seamer  
Scarborough  
North Yorkshire  
YO12 4RF

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Seamer Pre-School opened in 1987. It is a registered Charity managed by a Committee. It operates from the Youth Centre in the old school building, situated on the main road of Seamer village to the south of Scarborough. It serves the local, surrounding villages and rural area. The group use the two main rooms in the building, with use of the hall and outside area.

There are currently fifty five children from two years six months to under five years on roll. This includes 30 funded three-year-olds and 14 funded four-year-olds. Children attend for a variety of sessions.

There are currently no children attending with special needs and one child with English as a second language.

The group is open five days a week during term time. Sessions are Monday to Wednesday 09:00 to 15:45, Thursday 09:00 to 12:00 and Friday 09:00 to 15:45.

Five full time staff work with the children. All staff have a recognised level 3 childcare qualification.

The group is committee run, a rota of parents work with the staff to give support.

The group are members of PreSchool Learning Alliance. The setting receives support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Seamer Pre-school provides good care for children. Organisation of the group is good, with effective systems, policies and procedures in place for the management of the group. All staff have early years qualifications and are continuing to access training. The premises are adapted to meet the needs of the children very well. The use of the outdoor area is well organised. Equipment is accessible for children in most areas and appropriate for the age group.

The safety of the group is underpinned with effective procedures for staff, high quality risk assessments are completed appropriately and acted upon. Hygiene in all areas is good. Children are encouraged to learn about individual personal hygiene through daily routines. The provision for snacks is good with a range of healthy nutritious choices available, allergies and special diets can be managed, although not all staff have sufficient knowledge of the severity of allergies. Lunchtime arrangements are satisfactory. There are systems in place to welcome children with special needs, although resources to develop children's understanding are limited. There is a satisfactory awareness of child protection issues.

Care learning and play is very good in pre-school, offering a wide range of interesting, topic based play/learning opportunities linked to children's developmental stages. The quality of the planned activities is good, staff are aware of how children learn through play and use everyday activities to build children's knowledge and understanding. Activities are appropriate to children's development and children are confident and settled in the group. Relationships are good and children's behaviour is managed effectively by consistent boundaries.

Partnership with parents is good. Staff inform parents on a daily basis of what children have done in the day. Children's assessments are shared with parents and they are encouraged to share what they know about their child.

#### **What has improved since the last inspection?**

not applicable

#### **What is being done well?**

- The organisation in the group is effective with all staff aware of their individual role and responsibilities.
- Relationships are good within the group. The children are confident and the partnership with parents is effective. Information is shared on a daily basis, verbally and in the assessments completed by the staff. Information specific to each child helps staff settle children into the group with ease.
- The environment is well organised for children. The rooms are bright and welcoming with children's work and photographs of children in the group displayed. Equipment is well set out and there is a good range of appropriate activities planned. Children are able to choose and access activities and equipment for themselves, promoting their independence and imagination.
- Outside play is valued by staff and enjoyed by all children. A wide range of very suitable activities are promoted throughout the sessions. All children enjoy this, some are very involved and interested in the area to promote growing, planting seeds and watering.
- Staff manage behaviour well, they promote good behaviour with positive encouragement and praise and children's behaviour is very good. Children are caring and considerate towards one another, share equipment and take turns.

**What needs to be improved?**

- information regarding children's allergies
- the resources to promote understanding of disability
- knowledge and understanding of up to date child protection issues

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
8	Ensure full information is available about children's allergies prior to child starting group.
9	Ensure that children have an appropriate range of activities and resources that promote disability.
13	Update staff's knowledge and understanding of child protection issues.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Seamer Pre-school provides a welcoming atmosphere where children settle well so that overall they make generally good progress towards the early learning goals. Children make very good progress in personal social and emotional, mathematical development, knowledge and understanding of the world and physical development. In communication language and literacy and creative development they make generally good progress.

The quality of teaching is very good. Staff have extensive knowledge of the foundation stage, enabling them to plan an appropriate and effective curriculum of activities to support children's learning. Planning overall is focused with the sessions running smoothly. The group provides children with a very good environment to extend their knowledge, develop and learn. Resources are used well to develop children's free choice and independence. Effective staff questioning and supportive responses encourage children to extend their learning and express themselves confidently. Staff provide good role models for the children to follow and manage behaviour effectively. Assessments for all children are regularly completed by staff and are used to inform future planning in all areas of learning.

The leadership and management is very good, the committee supports the manager and staff. Staff are encouraged to attend training, which has helped staff become familiar with the foundation stage. Staff are aware of their roles and responsibilities and this results in the sessions working well. The monitoring of the provision is able to evidence what the nursery is doing well and what improvements need to be made.

Partnership with parents is very good. Parents are provided with information about the group and the topics their child is covering. They are encouraged to share what they know about their child and are invited to come into the group to help. They view their children's records and assessments, this results in them being well informed.

### What is being done well?

- Staff give a high priority to children's personal, social and emotional development, as a result children are confident and relationships are very good, they interact well with each other, staff and other adults.
- The behaviour of the children is managed very well and children's behaviour is good. Children are learning to be caring and considerate towards each other, share equipment and take turns.
- Staff promote good behaviour with positive encouragement and praise.
- The range of practical everyday activities are very effective in giving children lots of opportunities to practice their knowledge of number and extend their vocabulary.

- The relationships with parents is very good, they are provided with good quality information about how their child is progressing in their learning
- The effective use of the outdoor area is giving children extended learning opportunities at each session. It is encouraging children to do more mark making and is extending knowledge and understanding of the world for all children.

#### **What needs to be improved?**

- the activities to encourage mark making
- the opportunities for less able children to practice recognising and selecting their names
- the opportunities for children to use imagination with free painting and drawing.

#### **What has improved since the last inspection?**

At the last inspection there were two key issues; to create links with local school to ensure continuity in children's attainment. Effective contact has been made with the school resulting in visits and information exchange.

They were asked to ensure that opportunities to promote personal social and emotional development were identified in planning, this is now included in their planning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and motivated to learn, they are building self-confidence and are forming good relationships with both staff and children. The behaviour of the children is very good, they respond well to the staff's consistency and praise. The children are developing a sense of community, learning to share and take turns, and emerging independence is being encouraged.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are able to express themselves clearly, individually or in group discussions. Vocabulary is extended as children play and learn. Children are able to link sounds to letters, most three and four year olds are confident in letter sounds. Early reading skills are promoted by children handling books and attentively listening to stories. There are good opportunities to experiment with mark making and writing in everyday play activities.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Through a range of planned activities children's counting skills, number recognition and early addition and subtraction are effectively promoted. The three year olds can count and recognise to five, the four year olds and more able three year olds to ten and beyond. Planned activities introduce children to shape, pattern and measure. All children enjoy number songs and rhymes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are encouraged to explore and investigate features of living things, they use the outdoor area to grow flowers and vegetables. They are developing increasing skills with the computer. Children are given good opportunities to build and construct with a range of materials and resources, which they can select independently. They are interested in the environment they live in and the people they meet. The topics give children good learning opportunities to explore and investigate.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Staff provide very good opportunities for children to discover different ways of moving their bodies. Children move confidently and have good control of their movements. Staff encourage children's awareness of space and children are able to negotiate space while playing together. Planning is focused to individual children's development stages giving very good opportunities for children to extend their learning.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children's imagination is stimulated through role play activities including planned changes to the home corner area to link with topic. Children are able to explore colour and textures to respond in a variety of ways using their senses. In some instances ideas for creative work is adult led, leading to children's individual imagination sometimes being limited. However all children are developing in their singing and musical skills.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Provide activities to encourage mark making and recording in the outside environment.
- Enable three year old children to practice and refine, recognition of their name in everyday activities.
- Improve the opportunities for children to develop their own imagination in creative work.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*