

# Seabridge Early Years Creche

Inspection report for early years provision

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**Unique reference number**

EY349094

**Inspection date**

02/03/2012

**Inspector**

Parm Sansoyer

**Setting address**

Seabridge Primary School, Roe Lane, Westlands, Newcastle  
under Lyme, ST5 3PJ

**Telephone number**

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**Email**

**Type of setting**

Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Seabridge Early Years Creche is run by a committee and registered in 2007. It operates within Seabridge Primary School in Newcastle-under-Lyme. The setting offers wrap around care, mainly for children attending Seabridge nursery after the session has ended. Children share access to a secure, enclosed, outdoor play area.

The setting is registered to care for a maximum of 32 children from three years to under eight years at any one time. There are currently 27 children on roll, of whom all are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is open from Monday to Friday during the school term. Sessions are from 12 noon to 3.15pm, which includes a lunchtime session from 12 noon to 1pm.

There are three staff employed by the setting. Of these, one holds a qualification at level 3 in early years, one holds a qualification at level 2 in playwork and one is working towards a qualification at level 3 in playwork. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are warmly welcomed into a relaxed and familiar environment where their individual needs are met well. Children have good opportunities to be creative and explore and investigate freely in an interesting and well-equipped environment, which is mostly used well to extend children's learning. There are effective procedures in place to ensure all children are kept safe and their welfare is secured. Relationships with parents and carers, the host school and agencies are effectively established to help meet children's needs. Self-evaluation and the capacity to maintain continuous improvement are good.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- monitor more fully the use of resources and activities to ensure all children make the most of what is available, to help further enhance their learning and play
- increase opportunities for children to recognise and work with numbers and practical opportunities for children to experience weighing, measuring and capacity, to further extend their mathematical learning.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding is good. There are clearly written policies, strategies and procedures in place to ensure the safeguarding and welfare of children. A designated member of staff has clear management responsibility in relation to child protection and all staff are aware of this. All key staff know and understand clearly their roles and responsibilities in relation to safeguarding children. There are effective procedures in place to ensure adults caring for children are suitably vetted, inducted and experienced. All the required records, policies and procedures, including written risk assessments are in place and regularly reviewed and updated to help secure children's health, welfare and safety.

The staff team work well together and provide a well organised educational programme and a good range of resources, which offer a broad variety of experiences for children across many areas of learning. Staff place a strong focus on children learning through play and offer purposeful play and exploration to help children become active and creative learners. However, on occasions staff do not fully monitor the use of resources and activities to ensure all children make the most of what is available, to help further enhance their learning and play. Regular observations of what the children achieve, like and do are systematically used to plan for the next steps in children's learning and to guide planning.

A new person in charge has been appointed since the last inspection and good progress been made to improve the service offered. The person in charge is also involved with the care of the children and therefore has an accurate understanding of the strengths and areas for improvement. The leaders, along with the person in charge, drive and secure improvement well to ensure good continuous improvement.

The setting offers wrap around care for children attending the morning session at the Seabridge nursery who access the same room and resources. Consequently, continuity of children's care and education is good and the effective communication with the morning staff aids a smooth transition. Strong partnerships between staff, parents and their children mean parents are kept well informed about the provision, curriculum and its policies. Parents and carers are kept up to date about all aspects of their children's achievements and progress. Collaborative working with other agencies and professionals means children with special educational needs and/or disabilities and children who speak English as an additional language are supported well and are fully included.

## **The quality and standards of the early years provision and outcomes for children**

Children's personal, social and emotional development is supported very well. The positive relationships with the staff help children gain a real sense of belonging. They develop their confidence well as they move around their environment and

staff offer good support to get them all actively involved. They show very good levels of sustained interest in their chosen play and respond well to the routine and during whole group sessions. Children enjoy a wide range of planned experiences to express their creativity. For example, they explore colour, texture, shape and form and respond well to what they see, hear, smell, touch and feel.

Children's communication, language and literacy skills are supported very well. Children competently speak and listen in a range of situations for a range of purposes and are supported well to gain their confidence and disposition to do so. All children, including boys, build good foundations for early literacy through having good opportunities to make marks both indoors and outdoors and make sense of visual signs and symbols. Children enjoy linking sounds and letters due to the focus staff place on this during the session. A variety of interesting books, often in relation to the topic of the time, are used well to capture the children's interest and are made easily accessible.

Children's problem-solving, reasoning and numeracy levels are building well. They count, sort and match by using a range of construction toys, puzzles, and games. Children begin to learn about early calculation as they happily participate in singing number rhymes. However, opportunities for children to recognise and work with numbers and practical opportunities for children to experience weighing, measuring and capacity, are not fully incorporated into the daily routine and the children's play. Children have good opportunities to use the computer to further support their learning.

The children's knowledge and understanding of the world is supported well. Children engage in a variety of experiences in which they learn about their natural environment. For example, a strong emphasis is placed on the changing seasons and children have been looking at decay, night and day and how to care for animals over the autumn and winter months. Children have some good first experiences as they use the school's 'woodland walk' to identify insects and changes in the environment and to care for the chickens. Children begin to gain an understanding of other cultures and diversity through themed activities and by accessing a varied range of resources, depicting positive images of culture, race, gender and disability.

Children learn how to stay safe through gentle reminders from staff about caring for each other and their environment. The extent to which children adopt healthy lifestyles is good. Children benefit from access to fresh air and the outdoor environment throughout the session. Children benefit from a healthy snack of fresh fruit and raw vegetables, milk and water. They learn about the importance of keeping healthy through discussion, themed activities and learn about the importance of exercise through a weekly 'Fitness Friday' session. They successfully develop skills for the future as they become effective communicators and independent learners.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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