

Seabridge Care Club

Seabridge Primary School, Roe Lane, Newcastle, Staffordshire, ST5 3PJ



Inspection date

25 February 2015

Previous inspection date

1 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff organise interesting and fun games and activities for children. These build on their learning in school, and prepares them well for the next stage in their learning.
- Children are developing good listening skills, which are supported well by staff. When children arrive at the club, children follow the instructions given.
- The club has effective partnerships with the host school and parents. They regularly meet to discuss children's progress and agree how learning can be extended across all settings.
- Children with special educational needs and/or disabilities are supported effectively. The special educational needs coordinators from both the club and school meet together to share targets and plans that will close the gaps for individual children.
- Children are well behaved. They tidy up toys and equipment when asked, and know how to behave because staff make their expectations clear.
- The manager is passionate and dedicated to improving the quality of care and learning. She knows the club's strengths and weaknesses, and has implemented an improvement plan to maintain continuous improvement.
- Supervision of staff is effective. Staff have access to a range of professional development opportunities, including child protection training. This means staff are able to keep children safe and free from possible abuse or neglect.

It is not yet outstanding because:

- Children occasionally bring in sweets from school, which they are allowed to eat; this does not encourage children to eat a healthy diet when attending the club.
- The key person system is not fully implemented for those children within the early years age range. As a result, it is not always clear who is the named key person for the younger children.

What the setting needs to do to improve further

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

- encourage children's understanding of the importance of healthy eating, through preventing children from bringing unhealthy foods into the club to eat
- develop the key person approach, specifically for children in the reception year at school, to clearly identify to parents and children who their named key person is.

Inspection activities

- The inspector observed activities in the main hall, early years unit and in the outdoor area.
- The inspector spoke to the provider, members of staff and children at appropriate times during the inspection, and held a meeting with the manager.
- The inspector looked at a sample of children's records, planning documentation, evidence of the suitability of staff, and a range of other documentation, including policies and procedures to safeguard children's welfare.

Inspector

Scott Oliver Thomas

Inspection findings

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

Staff provide a variety of activities and experiences that build on children's learning from school and other early years settings. Staff plan activities based on children's interests, and by taking into account the views of children. This means children are developing a range of skills for their future learning. Staff use the learning themes from school and nursery to further enhance children's understanding of the world and develop their early writing skills. For example, children continue their learning of Chinese New Year celebrations as they paint Chinese symbols. Children have free access to a wide range of toys, games and resources. These help them to independently choose what they want to do. Staff discuss children's progress with parents on a regular basis. This provides parents with a good overview of children's progress across all settings. Staff support children's learning and play in different ways. Staff deploy themselves effectively to engage children in activities, and motivate them to achieve what they set out to do.

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

The environment is safe and welcoming. Children have positive relationships with all staff, as some staff work in the nursery where children attend. However, the key-person system for the youngest children is not fully effective. This is because it is not always made clear to parents who the named key person is for their child. Nevertheless, staff have good bonds with the youngest children who attend and know them well. Children are developing good physical skills as they use outdoor equipment, such as scooters, a climbing frame and bicycles. This helps to keep them fit. However, children's understanding of keeping healthy is not supported fully by staff. This is because children occasionally bring sweets into the club which they are allowed to eat. As a result they are discouraged from eating the healthy snacks provided for them. Staff celebrate children's achievements well. They are celebrated through a display board, where children can display their work or photos. Children have good social skills. They are learning how to tolerate other's differences, and take turns independently, by using a sand timer. Children make smooth transitions from school and nursery into the club, supported by welcoming staff.

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

The manager has a secure understanding of how to support children's development and how to keep them safe. There are systems in place to review risks in the environment and manage accidents that occur. The manager ensures all children are making good progress in their learning and development, because she promotes good communication between the club and staff from the host school and nursery. The self-evaluation procedures have been developed well and take into account the views of staff, parents and children. The manager is new in post. She is starting to evaluate the effectiveness of staff's practice, in order to improve care and learning through coaching and mentoring.

Setting details

Unique reference number	218358
Local authority	Staffordshire
Inspection number	865746
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	104
Number of children on roll	182
Name of provider	Seabridge Care Club Committee
Date of previous inspection	1 March 2012
Telephone number	07880723138

Seabridge Care Club was registered in 1997. The club is managed by a voluntary management committee and is situated within Seabridge Primary School. The club employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and 3. The club opens, from Monday to Friday 7.30 to 9am and 3.15 to 5.45pm term time only and 7.30am to 5.45pm during school holidays.

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