

Seabridge Early Years Creche



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

Inspection date

9 March 2015

Previous inspection date

2 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 provide a range of challenging activities and experiences. These cover all seven areas of learning and build on children's interests and achievements, both from nursery and from home. Therefore, children's development is good.
- Key persons are highly skilled and knowledgeable in supporting children with special educational needs and/or disabilities. They use specialised learning techniques and use advice from other agencies to close gaps in children's learning.
- Children are developing good mathematical skills. Staff have created a number rich environment and they count with children regularly. Staff set number problems for children, which they are able to complete confidently.
- The creche works extremely well with the school nursery. They work in partnership to assess children's progress and identify next steps in children's learning. Both settings share children's learning with parents. This means children make good progress in their learning in all settings and at home.
- Children are well behaved. Staff use effective behaviour management strategies consistently, which helps children learn what is expected of them.
- The management team support staff's ongoing professional development effectively. Staff attend a wide range of training, including child protection. This means all staff know how to protect children from possible abuse or neglect.

It is not yet outstanding because:

- Planning does not fully reflect the different ways in which children learn. Therefore, children do not yet make outstanding progress in their learning.

What the setting needs to do to improve further

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

- strengthen planning to ensure all activities and experiences fully reflect the different ways in which children learn, so that they are supported to reach the very highest levels of attainment.

Inspection activities

- The inspector observed activities in the early years unit, school dinning hall and in the outdoor area.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector evaluated an activity with the manager.
- The inspector looked at a sample of children's records, planning documentation.
- The inspector held a meeting with the manager and met with the provider.
- The inspector checked 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 varied range of activities and experiences that are well matched to the individual development needs of all children. They know individual children extremely well, including the different ways in which they learn. However, staff do not always use what they know about the ways different children learn, or reflect this in their planning. This means staff sometimes overlook using children's different learning styles as a way of accelerating children's already good progress. There is a wide range of stimulating, age-appropriate resources that children access freely, developing their independence. Staff prepare children well for school. They work with school staff to identify what skills children need for school and reflect these in their planning. For example, children develop good early writing skills because they use pens regularly, such as writing in cards for Mother's Day. Children's learning is promoted well both indoors and outdoors. Staff make full use of the outdoor area to extend children's learning. For example, staff and children play circle games together. This encourages children to work together and take turns. Children's progress from their starting points is monitored well. Key persons work with the nursery staff to track children's progress, in order to identify any gaps in children's progress.

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

The environment is safe and welcoming. There is a small staff team which allows them to create strong relationships with all children. Children enjoy their time at the creche and are reassured by the familiar environment. The same room is used for the nursery, creche and out of school club. Children's achievements are celebrated through photographs displayed in the room. Children develop good physical skills and understand how to manage risks. They have access to large climbing equipment, which they use safely. Children learn the importance of a healthy lifestyle. Staff monitor the food children bring from home for their lunch to ensure it is healthy. Mealtimes are a social occasion. Children sit in a large group in the school hall, with the rest of the school children. This helps children to become familiar with school routines and so eases their move on to school. Staff plan and organise activities throughout the year to help children understand different celebrations and support their understanding of the world. For example, children have recently learnt about the celebration of Chinese New Year.

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

Managers know how to keep children safe, and promote their learning and development successfully. Staff who are new to the creche have received a robust induction. This has been monitored effectively so that new staff understand and can implement all policies and procedures effectively. The programme for staff appraisals and supervision is used well to identify staff's strengths and areas for development. This supports the ongoing improvement of the creche. Self-evaluation is effective and accurate; it captures the views of parents, children and staff. Their views are used effectively to set appropriate targets for the future.

Setting details

Unique reference number	EY349094
Local authority	Staffordshire
Inspection number	863265
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	28
Name of provider	Seabridge Care Club Committee
Date of previous inspection	2 March 2012
Telephone number	01782 297363

Seabridge Early Years Creche was registered in 2007 and is situated within Seabridge Primary School. The creche employs three members of childcare staff and additional cover staff. Of these, all hold appropriate early years qualifications at level 3. The creche opens, Monday to Friday 12pm to 3.15pm, term time only.

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