

Seamer Pre-School

Youth Centre, Main Street, Seamer, Scarborough, North Yorkshire, YO12 4RF



Inspection date	24 November 2015
Previous inspection date	5 March 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff use highly effective strategies to support children's communication and language development consistently throughout the pre-school. They use clear, focused language as they talk to children. This helps children to make high rates of progress from their starting points.
- Disabled children and those with special educational needs are supported exceptionally well. Staff act swiftly when they identify additional needs that children have. The manager then puts focused individual learning plans into place to ensure that staff provide the right provision to meet all children's needs.
- Successful systems are in place to regularly share information about the progress children are making at pre-school and at home.
- The pre-school is lead and managed very well. Practice is accurately evaluated with ideas from parents and children to ensure that the setting continues to move forward.
- The quality of teaching is of a very high standard. Staff work together and learn from each other, sharing their expertise and skills across the whole staff team. Every effort goes into supporting staff development and encouraging ambition to ensure the best outcomes for all children.
- Staff set out a highly stimulating environment every day. It provides children with an excellent range of activities and resources that they can freely choose from.
- Partnerships with other providers are very well established. The pre-school works together well with other settings to promote current priorities through training and cluster meetings.
- Staff are warm, caring and extremely sensitive to children's emotional needs. They provide an outstanding environment where children are safe, secure and happy.

What the setting needs to do to improve further

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

- enhance opportunities for children to develop their interest in using technological resources for various purposes in their play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out two joint observations with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation, such as children's development records and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Jill Roberts

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager has an excellent understanding of the statutory and government requirements. She keeps staff up to date through meetings and supervision sessions. The manager has high expectations of her well-qualified staff team, all of whom are keen to continue to develop their knowledge and skills. Staff access high-quality training to drive improvement forward and raise attainment. This has a significant impact on children's progress, particularly in areas where groups of children have lower starting points than their peers. Self-evaluation is used well and the views of staff, parents and children are valued and used to secure continuous improvement. The pre-school has identified that children could be provided with more opportunities to use technology to support their learning. Safeguarding is effective. Staff have a full understanding of their roles and responsibilities and know the appropriate action to take if they are worried about a child's welfare.

Quality of teaching, learning and assessment is outstanding

Children get straight into their play and learning as they arrive at pre-school. They are highly motivated and eager to play with their friends and enjoy the rich and varied experiences that staff provide. Staff use observation and assessment extremely well to plan the provision each day. They know each child well and purposefully challenge children in their learning, using activities and resources based on their interests and current stage of development. Staff provide children with opportunities to develop their literacy skills in every area of provision. Children look at books independently as a source of reference during their play with trains. Children give meaning to marks as they write shopping lists as part of their play in the home area. They enjoy construction activities, fitting shapes together, and show perseverance as they think and solve problems for themselves. Staff ask children a range of good quality questions to extend their thinking.

Personal development, behaviour and welfare are outstanding

Staff support children very well from the moment children start at pre-school. Settling-in periods are managed to suit each child's needs and promote their well-being at all times. The manager implements a highly effective key-person system, which gives parents and children a high level of trust in staff. Staff guide and support children and parents particularly well, especially when they are struggling to separate from each other. All routines and care practices are implemented extremely well. Children know what is expected of them and their behaviour is exemplary. Staff encourage and support them to carry out tasks independently and to do as much for themselves as they can. Staff support children well who are learning new skills and give them prompts, which develops their confidence as they have a go. Children have first-class opportunities to be physically active and take part in a wide range of activities which provide risk and challenge.

Outcomes for children are outstanding

Children are active learners who make exceptionally good progress in relation their starting points. They develop excellent personal and social skills and are well prepared for the next stage in their learning, including starting school.

Setting details

Unique reference number	400445
Local authority	North Yorkshire
Inspection number	868881
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	30
Number of children on roll	69
Name of provider	Seamer Pre-School Committee
Date of previous inspection	5 March 2009
Telephone number	01723 865617

Seamer Pre-School was registered in 1987 as a registered charity. It operates from the youth centre in the old school building. The pre-school employs nine members of childcare staff, all of whom hold appropriate early years qualifications from level 3 to level 6, including one with Early Years Professional status. The pre-school operates Monday to Friday during term time only. Sessions are from 8am until 3.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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