

# Seaton Delaval Pre School

Seaton Delaval Community Centre, Elsdon Avenue, Seaton Delaval, Northumberland,  
NE25 0BW



## Inspection date

Previous inspection date

8 November 2016

10 October 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- The provider does not have robust systems in place to ensure that all committee members are suitable for their role. Ofsted has not been provided with the necessary details of each individual so that suitability checks can be completed. This poses a risk to children's safety and welfare.
- Staff do not gather sufficient information about children's prior learning and attainment from parents when they first start at the pre-school. This does not fully promote children's rapid progress from the outset.
- The professional development of staff does not yet focus sharply enough on raising the quality of their practice to an outstanding level.

### It has the following strengths

- Effective key-person arrangements help children to respond appropriately to daily routines and boundaries in the pre-school. This is shared with parents and carers to maintain a joint approach.
- Children's individual assessments are reviewed well. This ensures children receive any help they may need in order to support their needs. Effective partnerships with other local settings provide continuity in this support when children move on from pre-school.
- The manager maintains a good overview of the activities provided for children in the pre-school. The range provided reflects children's interests and stage of development.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

### Due Date

- ensure that Ofsted are provided with the necessary information to enable them to carry out suitability checks on committee members. 24/11/2016

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

- gather more information from parents about children's prior learning and attainment when they first start at the pre-school
- sharpen the focus for the professional development of staff that enhances the already good teaching and practice even further.

## 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 completed a joint observation with the pre-school manager.
- The inspector held a meeting with the manager and staff team. She looked at and discussed relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents and carers during the inspection and took account of their views.

## Inspector

Nicola Jones

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The registered provider has failed to supply Ofsted with information about committee members. This means Ofsted has not been able to carry out required checks to ensure that the registered body is made up of individuals who are suitable to be involved in childcare. Staff do have Disclosure and Barring Service checks. However, all pre-school staff have a sound understanding of safeguarding issues. They know how to respond to any concerns they may have regarding a child's welfare. The manager keeps up to date with her Local Safeguarding Children Board procedures. She implements any changes required to practice in a timely way. Self-evaluation is adequate. The manager identifies some areas for improvement, taking account of the views of staff, parents and children. This brings about appropriate changes to the pre-school that support children's outcomes over time. Overall, staff are supported in the pre-school. Most aspects of supervision are implemented well and enable staff to discuss any practice issues on a daily basis.

### Quality of teaching, learning and assessment is good

Good arrangements are in place to, overall, observe and assess children's learning. Staff carry out regular observations of children as they play. Information is used effectively to plan challenging activities that help children to make good progress in their learning. Staff are well qualified and the quality of their teaching is good. They have good knowledge of how young children learn. They use effective teaching strategies, such as modelling language to help children build up their growing vocabulary. Staff encourage children to persevere with activities when challenges occur. They sit alongside them when they complete jigsaws, giving children time to turn the pieces until they fit together. Children are motivated to complete the task and smile to show they are proud of their efforts.

### Personal development, behaviour and welfare are inadequate

The welfare of children is not totally secure. The provider has not ensured that members of the committee have had suitability checks carried out. However, the manager and her staff team place a high priority on supporting children's emotional and physical well-being. They help children to develop confidence in their self-care skills, such as using the toilet independently. Children who are wearing nappies have their privacy respected. They are changed when required and appropriate information is shared with parents and carers at the end of the session.

### Outcomes for children are good

In the relatively short time children have been attending pre-school they are all showing signs of making good progress. They are keen, motivated learners who maintain focus on their activities for sustained periods of time. Children develop skills, such as literacy and mathematics, that provide a good foundation for when they start school. They enjoy using chalks outside to draw lines and find out how many they have drawn by counting them.

## Setting details

<b>Unique reference number</b>	301821
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	1063901
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	Seaton Delaval Pre School
<b>Registered person unique reference number</b>	RP523433
<b>Date of previous inspection</b>	10 October 2013
<b>Telephone number</b>	07980 205590 until 12.15pm

Seaton Delaval Pre School was registered in 1993. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. One member of staff holds a relevant level 2 qualification. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until midday. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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