

Seaton Delaval Pre School

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



Inspection date

Previous inspection date

28 February 2017

8 November 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Leaders do not have an accurate enough view of the quality of the provision. Systems to gather the views of children and parents are not wholly successful to help drive improvements forward.
- Staff supervision sessions are not effective. Leaders do not successfully evaluate the quality of practice and identify accurate training needs for staff.
- Teaching is variable. Children are not engaged in their learning during planned activities and become distracted due to waiting too long with little to occupy them.
- Children generally behave well. However, occasionally staff do not use consistent strategies to encourage children to effectively manage their own feelings and behaviour.
- Children do not make good enough progress. Information about what children need to learn next is not used accurately enough to plan activities that challenge them.

It has the following strengths

- Staff provide children with regular opportunities for them to develop their physical skills. For example, children have access to a large hall where they can run, climb on large climbing frames and ride bikes. Staff take children on trips to the local park and walks to the library.
- Parents speak highly of the staff team. Information is provided to parents about the progress their children make. Children take reading books home to share with their parents. This helps to provide a continued approach to children's learning.

What the setting needs to do to improve further

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

	Due Date
■ improve supervision sessions to highlight gaps in practice and address training needs to raise the quality of teaching to a good level	20/03/2017
■ ensure that children are engaged in purposeful learning through well-planned activities that meet their needs	20/03/2017
■ provide a consistent approach to managing children's behaviour and encourage children to develop an awareness of how their feelings and behaviour impact others	20/03/2017
■ use information gained from observations of children's learning to plan challenging activities and identify what children need to learn next to meet their individual needs.	20/03/2017

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

- develop self-evaluation procedures that accurately identify gaps in practices and gather the views of children and parents to inform priorities.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed an evaluation of an activity with the nursery manager.
- The inspector viewed the areas accessed by children.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery. The inspector also discussed self-evaluation.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Emma Allison

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Leaders and staff demonstrate a suitable understanding of local safeguarding procedures. Daily risk assessments are completed and hazards are identified and addressed. Children are provided with opportunities to develop an understanding of how to keep themselves safe, for example, during a trip to the library staff talk to children about how to cross the road safely. Leaders have addressed the action raised at the previous inspection and all committee members now have the required checks in place. However, not all recommendations have been actioned. For example, although supervisions are in place leaders do not address gaps in practice and identify training needs. Furthermore, leaders do not yet evaluate the quality of the provision with rigour and successfully gather the views of children and parents to inform priorities. Staff attend meetings with other early years providers and share practice ideas. Individual monitoring systems are in place to record children's progress.

Quality of teaching, learning and assessment requires improvement

Children have access to a suitable range of resources and make choices during play. However, large-group activities are not planned well. They are over directed and do not provide children with opportunities to participate in purposeful learning. Children are required to wait for long periods of time and become disinterested. For example, staff provide a bowl of flour and a whisk for children as they sit around in a large group. Children are encouraged to take turns to stir the flour. The other children wait for long periods before they take a turn. Children lose interest and move onto another self-chosen activity. The qualified staff demonstrate an adequate understanding of how children learn. They observe children as they play. However, information that is gathered is not used effectively to identify what children need to learn next and to plan appropriately challenging activities.

Personal development, behaviour and welfare require improvement

Staff provide children with healthy choices during snack times. Children are well settled and form close relationships with their key person. This helps to promote children's confidence and self-esteem. However, occasionally strategies to encourage children to manage their own feelings and behaviour are not consistent between staff. For example, children take toys from other children and push each other when moving between rooms. Some staff do not provide children with good opportunities to consistently develop an awareness of boundaries and to develop good social skills.

Outcomes for children require improvement

Not all children make good enough progress in their learning and development. They are not equipped with good enough key skills for their future learning and their eventual move on to school. However, children confidently talk to visitors about what they are playing with. They learn to follow suitable hygiene practices and develop self-care skills. For example, children blow their noses and wash their hands. This helps to promote their independence.

Setting details

Unique reference number	301821
Local authority	Northumberland
Inspection number	1078399
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	8
Name of registered person	Seaton Delaval Pre School Committee
Registered person unique reference number	RP523433
Date of previous inspection	8 November 2016
Telephone number	07980 205590

Seaton Delaval Pre School was registered in 1993. The nursery employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 12pm. The nursery 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

