

Inspection of Seamer Pre-School

Seamer & District Youth Centre, Main Street, Seamer, SCARBOROUGH, North
Yorkshire YO12 4RF

Inspection date: 8 September 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy, settled and confident due to the caring and attentive approach from staff. They do well in this vibrant pre-school and make rapid progress in all areas of learning. The key-person system is highly effective. Staff plan activities with optimal challenge to ensure that children are highly motivated to learn. For example, staff skilfully identify children who would benefit from additional support in their speech and language development. These children take part in small-group sessions, where staff pay extremely careful attention to children's communication and understanding. Children constantly initiate and extend activities for themselves. For example, after identifying how toy dinosaurs make footprints in sand, children move on to making patterns in paint. Children use their creativity to design and make pictures with paints and collage materials.

Children are excellent risk assessors and show great control in a range of situations. For example, children carefully navigate their bicycles and scooters around the road signs outside. Children explore healthy lifestyles through a number of innovative activities. They explore the impact of physical exercise on their bodies as they take part in gymnastics classes. Staff ensure children know about the importance of warming up before exercising. Children learn the importance of good oral health through discussions and planned activities.

What does the early years setting do well and what does it need to do better?

- Staff are extremely experienced and are very well qualified with some staff holding early years professional status. Staff's interactions and teaching techniques are exemplary and show their excellent understanding of how to truly engage and capture all children's interests. Staff challenge children with questions that can lead to a variety of responses. They also give puzzled replies and encourage children to make suggestions to help them think more critically during activities.
- Staff plan a wide range of activities to build effectively on children's learning. They ensure that every child is able to gain as much as possible from each activity. For example, children practise their literacy skills as they identify their own names and listen to stories. Other children develop their numeracy skills as they count and measure the sizes of objects. They also discuss the lengths of 'dinosaur' bones that they find when they dig in the sand.
- Children's progress is subject to precise monitoring. This helps to ensure specific programmes of support can be immediately put into place, including for children with special educational needs and/or disabilities (SEND). The pre-school has recently introduced a new system for planning children's next steps in development. Staff are entirely in tune with this new method, which means that children make very rapid progress.

- Parents speak with admiration of staff and in very high regard of the wonderful opportunities experienced by their children at this inspiring pre-school. First-class partnerships with parents are a natural part of everyday practice. Staff plan events that involve parents in children's learning and development. For example, they organise 'stay and play' sessions. Parents receive a wealth of information about the pre-school and their children's progress.
- The manager and supervisor use their experience to skilfully evaluate the quality of the pre-school. They are passionate, driven and show a complete dedication to providing the highest quality care and education for all children.
- Professional development of the staff team is sharply focused and helps to maintain the exceptional quality of teaching already in place. Managers celebrate staff's specific skills and identify their individual training needs. This significantly contributes to staff being confident and secure in their knowledge of how to best support and encourage each child.
- Children's behaviour is impeccable. Staff are excellent role models and positively promote children's good behaviour through the high amount of praise they offer. Children learn to share and wait for their turn. Staff help them to express their own emotions and to begin to understand how others feel.

Safeguarding

The arrangements for safeguarding are effective.

Staff make skilful use of the safeguarding procedures to ensure that all children are protected from harm. They have a secure knowledge safeguarding and their individual responsibilities to protect children. Staff are extremely knowledgeable of the reporting procedures to follow if they have a concern. Highly robust recruitment and vetting systems are used to check that all people working with the children are suitable to do so. Children are further protected as staff keep the safety of the environment at the forefront of their care. Children are taught about managing their own risks. They learn about protecting themselves through discussions around topics, such as road safety.

Setting details

Unique reference number	400445
Local authority	North Yorkshire
Inspection number	10131560
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	56
Name of registered person	Seamer Pre-School Committee
Registered person unique reference number	RP518681
Telephone number	01723 865617
Date of previous inspection	24 November 2015

Information about this early years setting

Seamer Pre-school registered in 1987 and is located near Scarborough, North Yorkshire. The pre-school employs 10 members of childcare staff, all of whom hold appropriate early years qualifications from level 3 to level 6, including two 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.

Information about this inspection

Inspector

Kerry Holder

Inspection activities

- The inspector viewed all areas of the premises used by the children. She observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection. She completed a joint observation with the pre-school supervisor.
- The inspector checked evidence of staff suitability. She held a meeting with the pre-school manager and supervisor, and she spoke to parents to seek their views and comments.
- The inspector checked evidence of suitability and qualifications of staff working with children. She discussed the methods used for self-evaluation and the impact this has on the pre-school.

We carried out this inspection 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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