

Inspection of Seaton Delaval Pre School

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

Inspection date: 19 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children flourish in this welcoming and exceptionally well-resourced setting. They rush in, excited to meet their friends and for their day to begin. Children readily explore activities with confidence and excitement. For example, children take part in an activity to look at x-rays of human skeletons. Staff encourage children to look at and talk about the differences they see. They introduce new words, such as 'skull', and discuss how it helps to protect the brain. When children pretend to be doctors in the role-play area, staff show them how to use a stethoscope and explain what it is used for. Children develop extremely positive attitudes to their learning.

Children show tremendous levels of independence. Staff skilfully support children to dress and undress. They value and encourage children's efforts in independence, and only offer physical support when needed. This results in resilient children, who demonstrate a will to succeed unaided. Children know what is expected of them and their behaviour is exemplary. They demonstrate very positive attitudes to their learning. Children listen intently to adults, responding to requests and instructions happily. They very willingly let other children enter their already established play. Children are happy to discuss what they are doing and to share resources. Children's manners are impeccable. For instance, when someone says 'thank you' to children, they respond by saying, 'You're welcome'.

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

- The enthusiastic staff team have created an ambitious curriculum that is highly effective in teaching children the skills they need for their future learning. There is an effective key-person system, which ensures that staff get to know individual children extremely well. Staff's plans are flexible and adapted to meet children's needs and interests. The rich range of activities on offer entices and engages children in learning.
- As part of the curriculum, staff offer children rich experiences and support them to develop an understanding of communities beyond their own. Children develop a deep understanding of how to look after their local environment, for example, through their regular litter picking outings with staff. They frequently bake cakes for the food bank and make gifts for the volunteers who run it. Children have an exceptionally well-developed respect for people.
- Staff use techniques to introduce children to important values, such as democracy and respect. For instance, children enjoy voting for the book that staff will read. They place a coloured pom-pom on their chosen book. Staff support children to count how many votes each book has and work out which number is the biggest. Children show respect for the different choices others make.

- Children enjoy exploring different media and materials to create beautiful thank you cards. This helps to support children's creativity and imagination, as well as their fine motor skills and dexterity. Children are happy to display their own cards, smiling and feeling very proud.
- Staff promote children's communication and language through lots of regular singing and reading stories. Children who speak English as an additional language receive the support they need to acquire the English language quickly, as well as to continue to use their home language. For example, staff use signs and visual timetables. This helps children to gain a good command of English and become confident communicators.
- Staff place a high priority on introducing a healthy lifestyle for children of all ages. Children participate in exercise sessions. They enthusiastically move to action songs. Children recognise the impact of a balanced diet and understand how to make healthy choices.
- Partnership with parents is superb. Parents are highly complimentary about the staff team. Parents value the information which staff share with them about what they observe children doing. Staff know what children can do and what they need to learn next.
- The staff team say they are happy in their roles. The dedicated staff team plan their own training and development. They have regular meetings at the end of each day and benefit from an annual appraisal, which focuses on their well-being. However, processes are not focused enough on staff's continuous development. For example, the manager does not set measurable and specific targets or coaching that staff may need to raise the quality of their teaching to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

Staff have completed up-to-date safeguarding training. For example, they are trained to recognise the signs of abuse. Staff are vigilant and understand how to identify children who might be at risk of harm. Staff know what action they must take if they are concerned about a child's or colleague's behaviour or welfare. They have effective and accurate policies and procedures in place to guide them, which they review regularly and share with parents. Staff take steps to ensure that the setting and garden are safe. They carry out regular risk assessments, which help to assure children's safety and welfare.

What does the setting need to do to improve?

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

- strengthen training and coaching to identify staff's training needs promptly to raise the quality of practice further.

Setting details

Unique reference number	301821
Local authority	Northumberland
Inspection number	10279948
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	15
Name of registered person	Seaton Delaval Pre-School Committee
Registered person unique reference number	RP523433
Telephone number	07980 205590 upto 1215
Date of previous inspection	26 September 2017

Information about this early years setting

Seaton Delaval Pre School registered in 1993 and is located in Northumberland. The pre-school employs three members of childcare staff. Two staff hold appropriate early years qualifications at level 3 and one at level 6. The pre-school opens during term time only, from 9am until midday, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Julie Dent

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in her evaluation of the setting.
- The inspector and manager completed a learning walk, where they discussed how the setting is organised.
- The inspector observed activities and the quality of staff's interactions with children. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector held a meeting with the manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working at the setting.
- The inspector completed a joint observation of an activity with the manager.

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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