

Inspection of Seabridge Care Club

Seabridge Primary School, Roe Lane, NEWCASTLE, Staffordshire ST5 3PJ

Inspection date: 23 June 2023

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

What is it like to attend this early years setting?

The provision is outstanding

Staff intuitively support all children to settle. For instance, they visit children at their previous setting to plan for a smooth transition. They take account of children's views of the activities they provide, and the rules with which they teach. This significantly enhances children's ability to make independent decisions. The quality of teaching is exceptional. This is evident through children sustaining high levels of concentration and curiosity, and the inquisitive questions that they ask, such as 'what is inside a conker?'

A clear progression of skills is evident across the curriculum. Staff consider children's differing abilities, experiences, and needs when organising activities. This means that all children, including those who speak English as an additional language, make the progress that they are capable of. Children are extremely confident and self-assured. For instance, older children stand up in front of their peers to explain what a book's blurb is. This shows that they feel extremely safe and secure.

Children display outstanding behaviour. They enjoy talking about themselves and sharing their achievements. Children give their peers a 'marshmallow clap' where they clap without making a sound. This further promotes their focus when listening to others. At the end of their session, children cheer 'boom shakalaka' to celebrate their day. This actively contributes to their happiness, and they leave the setting with a smile.

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

- The manager and staff are extremely passionate. They have an ambitious vision for the setting, which they implement seamlessly in partnership with the host school that children attend. For example, together with teachers, staff evaluate children's next steps, complete assessments, and share children's progress with their parents and carers. This superb joint approach means that there are high levels of consistency in children's learning.
- Parents have ample opportunity to share information about what their children know and can do, including the key words that children use in their home language. This helps staff to plan children's development right from the start and drive improvements across the setting.
- Through regular supervision and staff meetings, the whole team contributes to the continuous drive for improvement to better themselves and children's outcomes. For example, in response to the COVID-19 pandemic, staff embarked on a 13-week communication course. This has led to all children making outstanding progress in this area.
- Children demonstrate a broad vocabulary, which enables them to communicate

effectively with others. For instance, they sing phonics songs and partake in group activities, which increase their confidence and fluency in letters and sounds. Furthermore, staff record children's key vocabulary to ensure that children regularly practise new words.

- Through stories, children learn about the world around them, such as the life cycle of a sunflower. Staff encourage children to share books from home to feed their interests into the curriculum. This significantly enhances children's language development and their love of reading.
- The curriculum is designed to be flexible to provide all children with an abundance of real-life experiences. For example, staff plan opportunities for children who have never been to a post box to post a letter. Visitors, including parents, come into the setting to share their experiences, such as working as a refuse collector, to support children to understand the importance of recycling.
- The manager and staff have extremely high expectations of all children, including those with special educational needs and/or disabilities. For example, the manager has allocated an additional member of staff to provide children with one-to-one support, and an impressive designated sensory area has been designed to meet children's specific developmental needs. This ensures that all children access the education that they deserve.
- The manager and staff are highly committed to providing an inclusive setting. For instance, they are extremely vigilant when supporting children with allergies. They work phenomenally with parents to ensure a safe environment. Parents are extremely complimentary of staff for their excellent support and guidance with regard to children's allergies. They say that they 'trust staff as they are transparent and open with communication'.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have an excellent knowledge of the local area and its demographics. They demonstrate a secure knowledge of the signs and symptoms that might indicate a child is at risk of harm. Staff know how to report any concerns about a child's safety, including allegations against a member of staff. Staff prioritise time for children to talk about their experiences when away from the setting. For example, they send home a toy bear alongside a book for families to record their experiences during the holidays. This helps staff to identify those families who may benefit from early help.

Setting details

Unique reference number	218358
Local authority	Staffordshire
Inspection number	10295215
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 11
Total number of places	104
Number of children on roll	168
Name of registered person	Seabridge Care Club Committee
Registered person unique reference number	RP905921
Telephone number	07880 723 138
Date of previous inspection	5 December 2017

Information about this early years setting

Seabridge Care Club registered in 1997 and is operated by a voluntary management committee. It is situated within Seabridge Primary School, Newcastle in Staffordshire. The setting employs 14 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, 10 hold a level 3 qualification, and one holds a level 2 qualification. The setting is open from Monday to Friday, during term time only. The before- and after-school sessions operate from 7.30am until 9am and 3pm until 5.45pm. The wraparound sessions are from midday until 3pm, providing funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Mikaela Stallard

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 the provider and has taken that into account in their evaluation.
- The manager discussed with the inspector how they organise their provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector carried out a joint observation with the manager.
- The inspector observed the interactions between staff and children throughout the wraparound session and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff, and children at appropriate times during the inspection. The views of parents were considered by the inspector through verbal discussions.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children and complaint policies.

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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