

Inspection of Seabridge Care Club Ltd

Seabridge Primary School, Roe Lane, Newcastle ST5 3PJ

Inspection date:

16 September 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

All children flourish in this inclusive and welcoming setting, where a calm and caring atmosphere inspires them to explore, discover and grow into curious, independent learners. Leaders and staff provide nurturing, consistent support that enables children to settle swiftly and form secure, trusting relationships. Even the youngest children display exceptional confidence and a strong sense of security.

Independence is woven into every part of the day. Children take pride in looking after their immediate environment, eagerly helping to put toys and resources away and learning to dispose of tissues responsibly. They approach personal care routines with growing assurance, preparing for snack time with minimal support. Staff use skilful encouragement, using just the right balance between guidance and allowing children to succeed on their own. This fosters perseverance and resilience, as well as a sense of pride in their achievements.

Children benefit from daily opportunities to play and explore outdoors, where they develop superb physical skills and a growing awareness of nature and the changing seasons. They climb, ride on trikes, kick footballs and navigate obstacle courses, testing their abilities and building strength, balance and coordination. Staff are highly skilled at observing and knowing when to step in, while also giving children the space to practise and extend their physical skills safely. Children are encouraged to think carefully about what they are doing, helping them to assess risks and make sensible choices. This supports them to grow in confidence and build the skills they need to manage challenges safely.

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

- Leaders are passionate about and deeply dedicated to their role. They place children firmly at the centre of every decision they make. Their commitment shines through in their daily interactions, where children are treated with warmth, patience and genuine care. Staff share the same vision and work together as a united team to make sure children receive the very best start.
- The curriculum is ambitious and meaningful and is carefully shaped around children's interests and individual needs. Communication and language are central to all aspects of practice, with stories, songs and conversation seamlessly threaded through the session to ignite curiosity and imagination. Staff skilfully introduce new ideas and build on what children already know, naturally extending their learning. They follow children's lead while turning everyday moments into rich opportunities for discovery.
- Leaders and staff enrich the curriculum by giving children experiences that broaden their understanding of the world. They create exciting opportunities, such as role-playing a journey on an aeroplane, complete with pretend passports

and a suitcase. Children also enjoy outings in the local community, such as walking to the shops to buy fruit, visiting the library and posting letters at the post box. These experiences help children connect their learning to the real world, giving them valuable skills and memories to treasure.

- Children enjoy a variety of topics, such as 'All About Me', where they explore who they are, develop a strong sense of belonging and proudly celebrate what makes them unique. Conversations flow naturally into talk about families, pets and treating each other with kindness, with children eagerly sharing their own experiences and listening to each other. Creative activities make this learning come alive. For example, children look into a mirror and study their facial features before creating self-portraits on paper plates.
- Children's behaviour is exemplary. They display empathy, patience and kindness. For example, older children act as 'buddies', kindly supporting the youngest children by showing them where to wash their hands, how to use soap and paper towels and helping them join in with daily routines.
- Children have lots of fun exploring construction toys, experimenting with building towers, bridges and enclosures. They become fully immersed in their play, proudly exclaiming 'I'm going to make the tower taller' and 'We have to work as a team.' Staff skilfully extend this learning by modelling mathematical and positional language.
- Leaders and staff involve parents in every aspect of their child's learning, encouraging continuity between home and the setting. Parents receive regular updates and suggestions for supporting learning at home. Written feedback from parents is overwhelmingly positive. Strong partnerships with the host school that children attend further strengthen this approach. Staff share information with teachers, mirror familiar routines and attend settling-in sessions, ensuring smooth transitions and consistent support for every child.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2764273
Local authority	Staffordshire
Inspection number	10406546
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	82
Number of children on roll	132
Name of registered person	Seabridge Care Club Ltd
Registered person unique reference number	2764274
Telephone number	07880 723138
Date of previous inspection	Not applicable

Information about this early years setting

Seabridge Care Club Ltd registered in 2023 and is situated within Seabridge Primary School, Newcastle-under-Lyme, Staffordshire. The setting employs 10 members of childcare staff, eight of whom hold appropriate early years qualifications from level 2 to level 5. 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. The setting provides government-funded places for childcare.

Information about this inspection

Inspector
Angela Hulme

Inspection activities

- Leaders and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector and manager carried out a joint observation of an activity.
- The inspector talked to staff at appropriate times during the inspection and took account of their views. The views of parents were considered through written feedback.
- The inspector observed the quality of interactions during activities, indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector held a meeting with leaders and looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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