



Moorside Primary School

Inspection report for early years provision

Unique Reference Number	EY275110
Inspection date	16 October 2006
Inspector	Jim Bostock
Setting Address	Moorside Primary School, Beaconsfield Street, Newcastle upon Tyne, Tyne and Wear, NE4 5AW
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Registered person	Moorside Primary School
Type of inspection	Childcare
Type of care	Sessional care, Crèche

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Moorside Playgroup and Crèche was registered in 2003. It is run by a management committee and is based within Moorside Primary School in Newcastle. The playgroup operates from a purpose-built, self-contained room within the school itself. It has its own toilet facilities and has access to a kitchen. There is an enclosed outdoor play area.

The playgroup serves the local community in providing sessional and crèche care for 16 children aged from birth to under five years. Sessions are held Monday to Thursday from 09.15 to 12.15 term-time only and crèche care is provided, as and when required. There are currently 14 children on roll for the play group; the numbers of children attending the crèche can vary depending on the training workshops offered. The group supports children who speak English as an additional language.

There are three members of staff employed to work with the children; all have relevant early years qualifications. The setting receives support from the Playgroup Network and the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from a healthy diet. They have fruit pieces and toast at snack times, and are involved in food preparation where staff discuss with them what is healthy and good for them. Children enjoy the positive experience at snack times as they sit together and chat to each other about what they have done. For example, they were chatting about the puppet show they had just seen in the school. Staff take account and have a clear understanding of children's special dietary requirements which helps them to remain healthy. Children confidently choose when and what they want to drink, whilst younger children are regularly offered drinks to ensure they are not thirsty.

Children play in a clean and well maintained environment. One member of staff holds a first aid certificate ensuring the physical safety of children. Children are helped to develop their awareness of hygiene routines, for example, hand washing before snacks, where staff praise them when they have completed hand washing. The hand washing, drying and nappy changing procedures minimise the risk of cross contamination. Children's health is well protected as the staff have a good understanding of their specific requirements.

Children enjoy a very good range of physical activities, both indoors and outdoors. All children have access to climbing equipment where they learn to manage their bodies well by going through and over equipment. During outdoor play they develop a good level of self confidence in their own physical skills. This includes using a range of wheeled toys, tunnels, balance equipment and exploring the nature garden. The service has wet weather suits to allow children to experience outdoor play in all weathers. The activity plans show that children learn about, and experience, change, growth and weather effects, such as bubbles flying in the wind. Children are able to rest and relax according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure and welcoming environment. Posters, children's artwork and photographs are displayed well, helping to provide a sense of ownership of their environment. Children access the age appropriate toys and equipment easily and confidently. Their toys and equipment are sturdy, clean and in good condition.

The good implementation of procedures, use of safety equipment, and staff's vigilance throughout the setting ensures that children's welfare and safety is monitored well. Staff give a high priority to children's safety and have a good understanding of how to achieve a balance between moving freely and setting safe limits. Effective recording regarding risk assessments, fire drills and fully enclosed outdoor play area enhances the safe practice. Staff skilfully explain

safety procedures, such as not running in the playroom and using the outdoor equipment safely. Visitors to the setting including, police, fire fighters and health visitors further enhance children's understanding of safety. This helps children learn to take responsibility for keeping themselves safe. The premises are secure and there are good arrival and collection procedures to ensure children are safe.

Children are well protected from possible abuse or neglect. Staff have attended training and show a good understanding of the procedures to follow with any concerns. They are fully aware of the types of abuse and signs to look for.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in their environment. They benefit from responsive, encouraging staff, who give lots of reassurance, cuddles and warm, natural interaction. Well planned activities are linked to the different developmental stages of young children. The setting uses the 'Birth to three matters' framework and the Early Learning Goals form the National Curriculum very well to plan and provide activities that help children progress and develop. However, recorded observation about children's interests, and their responses to the activities are still being developed.

Children enjoy making choices about their activities, being enthusiastic and purposeful. They are motivated and interested in a broad range of developmentally appropriate activities which provide good levels of challenge for their age and stage of development. They are proud of their achievements talking about what they have been doing. Children play happily with each other and staff, learning to take turns and respond to others as they use construction toys, role play and look at books. They become confident communicators as they share ideas in their play. For example, when children sit in a circle and use the big bear and little bear to talk about their experiences, and linking what they find outside to the interest table containing leaves, cones and soil. Their regular use of a wide range of creative materials, such as paint, cut and glue and pencils encourages them to represent their experiences, feelings and ideas in a variety of ways.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals. They develop a positive attitude to others and their understanding of the wider world is enhanced through the use of visitors and celebrating different festivals. For example, children make cards for Ede and the service plans to celebrate Divali with the children. The multilingual staff from diverse backgrounds help children learn about difference and diversity very well. They also help children with English as an additional language settle very well and provide very good support as they develop their use of English. Sound arrangements are in place to ensure that children with learning difficulties or disabilities are well supported and fully included in the activities and daily routines.

Staff are kind, gentle and affectionate with the children. They praise them often which helps children develop self-esteem and demonstrate good behaviour. They use involvement and choice for children very well to encourage a sense of responsibility and independence. Children are helpful and can tidy away toys, younger children are well supervised to ensure they begin to learn right from wrong and how to be kind to each other.

The partnership with parents is good and parents speak highly of the staff and setting. They say that their children receive good care; however, some feel that they have not been fully involved or informed with regard to gathering information about the needs and routines of the children. Good information is available to parents. Notice boards, activity plans and discussions, keep parents well informed about the setting, what their children will be doing and how they can be involved.

Organisation

The organisation is good.

Staff demonstrate their commitment to the ongoing development of the setting. The leader has an Early Years degree, the deputy has National Vocational Qualification at level three and another member of staff to level two. This means that children are cared for by staff with knowledge and understanding of child development. Staff are keen to attend further training and have identified training for the forthcoming year such as 'Birth to three matters'. The staff form a happy and effective team, who have defined roles and offer a good range of well resourced activities which capture children's interest. They provide a happy, caring environment for children.

The organisation of the pre-school is sound which means the sessions flow well. Close monitoring of the group sizes and staff deployment contributes to children's safety, enjoyment, achievement and ability to take part in the setting. Clear procedures and policies support staff in working successfully in partnership with parents. All legally required documentation which contributes to children's health, safety and well-being is in place. However, the attendance record is not clearly maintained and the complaints procedure is not up to date. All appropriate checks are carried out by the provider so that staff are properly vetted to have unsupervised access to children.

Although the crèche was not operating at the time of the inspection, there are sound arrangements in place to ensure that, when the crèche does operate, the care of children is well supported.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the provider was asked to have a recording and assessment system to monitor children's individual progress. There has been a change of staff recently in the group and the new staff team are developing this system to be implemented. The provider was also asked to develop the use of space to help children engage and persevere in meaningful play.

The room is organised very well for play with themed sections for construction play, role play, writing, drawing, reading and messy play. Children self select activities and toys and maintain concentration and interest very well.

The final recommendation was to introduce a key worker system which is now in place so that staff oversee children's progress and maintain continuity.

Complaints since the last inspection

Since the last inspection, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to develop individual records of children's progress and achievement
- ensure there is a clear record of attendance of children and staff
- update the complaints procedure in line with the Addendum to the National Standards of October 2005.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk