

Walbottle High School Playgroup

Inspection report for early years provision

Unique reference number EY374383
Inspection date 06/11/2008
Inspector Kathleen Snowdon

Setting address Walbottle Campus, Central Hall, Hexham Road,
NEWCASTLE UPON TYNE, NE15 9TP

Telephone number 07977 361890

Email

Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Walbottle High School Playgroup is easily accessible. It is located in the Sure Start children's centre, on the Walbottle Campus site in Newcastle upon Tyne. At present the playgroup is the only service operating from the children's centre. The playgroup is close to other facilities, including schools and nurseries, and it has operational links with the school on the same site. Opening hours are 09.15 to 12.15, Monday to Friday in term time only.

The playgroup is on the Early Years Register. It is registered to care for a maximum of 30 children in the early years age group. Currently, there are 29 children on roll, all of whom live in the local and surrounding communities. The children are accommodated in a main playroom and they have access to a fully enclosed outdoor play area. Five members of staff work directly with the children; all hold appropriate qualifications. The playgroup is part of the Playgroup Network.

Overall effectiveness of the early years provision

Partnerships are a key strength and have a positive impact on how children learn and develop. A strong key person system allows staff to make plans that meet the needs of every child. Although resources are plentiful, the availability of some items is too limited. This restricts children's potential to make their own discoveries and observations during play indoors and out, especially in problem solving, reasoning and numeracy. Similarly the outdoor area does not offer sufficient opportunity for children to increase their knowledge and understanding of the world.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure mathematical resources are readily available indoors and out
- develop the outdoor environment, to extend opportunities for children to encounter creatures, plants and objects in self-initiated activities.

The leadership and management of the early years provision

Staff hold appropriate qualifications and since registration they have worked hard to provide good quality care and education. For example, they are committed to further training; recent courses include first aid and safeguarding, both of which help staff to protect children on an ongoing basis. Alongside of this, staff carry out thorough risk assessments that minimise accidents in the areas used by the children.

All essential records and written policies are in place and are stored securely on site to protect confidentiality. Information is amended as soon as changes occur to keep it up-to-date and accurate. Policies, such as the equal opportunities policy,

exemplify the good priority staff give to inclusion. This is evident in the activities children participate in which promote their understanding of diversity. Staff are well deployed and have good understanding of their roles and responsibilities. These factors allow the setting to run smoothly and efficiently from day-to-day.

Regular staff meetings enable staff to reflect on and evaluate their service. They consult with parents to find out their views and opinions about how to improve. Parents have very positive views. They describe staff as 'extremely caring and friendly' and say that the location of the playgroup is 'fantastic'. Parents particularly value the way their children have grown in confidence since attending and the way their children look forward to going.

The quality and standards of the early years provision

Relationships between children and staff are excellent so children are happy and secure. As well as this, the key person system is robust and offers children very good support. Staff sit at the children's level and ask the children questions about the task they are engaged with. This encourages the development of concentration and critical thinking skills. Staff acknowledge the children's achievements, which boosts the children's self-esteem and confidence.

Good operational links that staff have established with other professionals enhance the quality of children's learning and development. Practitioners share their knowledge of the children which helps to ensure that the needs of every child on roll are met in full. Frequent observations and assessments of the children enable staff to establish children's starting points and existing abilities. This allows staff to make plans that take account of the children's capabilities and personal interests.

As a result, children take part in interesting activities that cover all areas of learning and give them lots of scope in which to have fun and enjoy themselves. For example, they delight in playing with shaving foam, which promotes their creative and sensory development. They like listening to well told stories, such as 'We're Going On a Bear Hunt', which encourages their literacy skills and helps them to develop an appreciation of reading.

The children are enthusiastic about playing outside, where they have many opportunities to move freely and in different ways, boosting their physical development in the process. Although indoor and outdoor play areas are well defined and well equipped in general, the children do not have ready access to resources that encourage them to experiment, of their own accord, with mathematical concepts, such as weight and measure. Similarly, there is insufficient opportunity for children to initiate outdoor activities to increase their knowledge and understanding of the natural world.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints since registration.

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.