

Parkway Playgroup

Inspection report for early years provision

Unique reference number 319266
Inspection date 21/11/2008
Inspector Wendy Richardson

Setting address Knoplaw Primary School, Chapel House Estate, Newcastle-upon-Tyne, Tyne and Wear, NE5 1LH
Telephone number 0191 2674453
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).

Description of the setting

Parkway Playgroup has been running since the 1970s. It is managed by a voluntary committee. The premises are located within the grounds of Knoplaw Primary School on the outskirts of Newcastle-upon-Tyne. The group operates from a mobile classroom with its own toilets and kitchen. There is access to an enclosed outside area for outdoor play.

A maximum of 20 children aged three to five years may attend the group at any one time. There are currently 18 children on roll. This provision is registered on the Early Years Register. The group supports children with learning difficulties or disabilities. The group opens for five mornings a week during term time from 08.45 to 11.15.

There are four members of staff to care for the children. Three are required to work with the children at any one time. Three members of staff have an appropriate level 3 qualification. The group is a member of the local Playgroup Network and is supported by local authority Early Years Advisors.

Overall effectiveness of the early years provision

Children are safe and well cared for at Parkway Playgroup. Staff plan a range of activities and encourage children to join in so all feel included. They get to know children well and gain the necessary information from parents, in relation to each child's starting point. They are assessing children's progress towards the Early Learning Goals. Self-evaluation is being used to recognise strengths but areas for improvement are less well identified.

What steps need to be taken to improve provision further?

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

- revise planning to ensure the key worker system is being used more effectively by working with children in smaller groups and reducing the number of whole group activities
- ensure that planning clearly identifies sufficient opportunities for children to take part in independent activities
- adjust the balance between adult led and child initiated activities to promote active learning and develop thinking skills more effectively

The leadership and management of the early years provision

Children benefit from a safe environment because the staff have good systems in place that support their welfare needs. There is clear knowledge of the required procedures for child protection. Daily risk assessments ensure that children can move about freely and play safely. Health and hygiene are promoted well, for

example, in hand washing routines. Healthy snacks, milk and water are available and there are good opportunities to exercise in the fresh air. Managers have considered the strengths of the group's provision but as yet planned improvements are less clearly identified and not sufficiently well linked to the requirements of the new Early Years Foundation Stage curriculum.

Careful planning meets children's needs but sometimes the amount of time spent as a large group restricts opportunities for children to be active and independent learners. The staff work well together as a team and establish effective relationships with parents and carers. Staff make themselves available on a daily basis to share information or concerns.

Most issues since the last inspection have been addressed. Sand and water activities are now available. Staff are more effectively deployed but children still do not listen very well when in a large group. The introduction of the key worker system is beginning to improve listening when children can receive more individual attention in smaller groups.

The quality and standards of the early years provision

Children enjoy coming to the group. They make good relationships with staff and the care that adults show to them helps children feel valued. There are a large number of well chosen resources easily accessible to the children which help them select activities independently. The quality of planning is satisfactory, however, the balance between adult led whole group sessions and those that children choose for themselves is not always appropriate. This means that sometimes children spend too long sitting listening and not enough time taking decisions, developing independence and becoming active learners.

Parents are invited to be involved in their child's learning through language or number activities that they can take home at weekends to share with their child. Home diaries encourage the sharing of information about whether children have enjoyed these activities. Parents can easily talk to staff at the beginning or end of sessions if they have any concerns. Information from parents and from sensitive observations are used to keep a careful record of children's progress towards the early learning goals. As a result, any children with learning difficulties or disabilities are identified early and their individual needs addressed.

Children particularly enjoy activities they choose for themselves. They confidently operate computers and listening centres, thus learning about information and communication technology. Opportunities for role play, for example, in the 'hospital corner' promote communication skills and adults use effective questioning to help to extend children's vocabulary and sentence structure. Children are taught how to stay safe and good attention to daily hygiene routines help them develop good habits, for example, washing their hands before eating. Opportunities are made during snack time to learn about healthy foods or share their experiences and feelings with staff.

Most children contribute to the group's routines, such as tidying up and staff

actively encourage all of the children to help to do their share. There are opportunities to contribute to the whole group as, for example, in reciting, singing and taking part in the rehearsal for the group's forthcoming Nativity Play.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 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 made to Ofsted since the last inspection.

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.