

St. Edward's Playgroup at Coquet Park First School

Inspection report for early years provision

Unique reference number	EY304680
Inspection date	03/03/2009
Inspector	Nora Waugh
Setting address	Coquet Park First School, The Links, Whitley Bay, Tyne and Wear, NE26 1TQ
Telephone number	0191 2008708
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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

St Edward's Playgroup has charitable status and is managed by committee. It operates from two rooms and the sports hall of Coquet Park First School. It has been registered since 2005. There are no issues which may hinder access to the premises.

A maximum of 26 children aged from two years to four years may attend the setting at any one time. It is open from 09.15 to 11.45 each weekday during term time. There are currently 39 children on roll. The setting supports children with learning difficulties and/or disabilities. The provision is registered by Ofsted on the Early Years Register.

There are four members of staff including the manager who work directly with the children. All hold appropriate level three childcare qualifications. The group receives support from the Pre-School Learning Alliance organised by the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. St Edward's Playgroup is a caring, supportive group which children thoroughly enjoy coming to. Staff have warm relationships with children and work together very well ensuring that all children have their needs met and are safe and secure while there. A strength of the provision is the very good relationships with parents, the school and other providers. There is a varied range of activities to promote learning during each session and staff are good at encouraging children to feel part of the group, playing together and sharing toys. The recommendations identified at the last inspection have been effectively addressed.

What steps need to be taken to improve provision further?

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

- ensure children consistently have access to activities appropriate for their stage of development
- develop self evaluation to include clear targets against which improvement to the provision and outcomes for children can be measured.

The leadership and management of the early years provision

The playgroup is well-organised. Staff work well together, are extremely enthusiastic and share a commitment to giving children the best opportunities they can. Staff have keenly put into place the requirements of the Early Years Foundation Stage. A key worker system is well-established. Assessment is very good and is underpinned by sound systems for observing children. Parents and

children are aware of the routines and expectations of the group and happily adhere to them. Some aspects of organisation, as when children are in a large group for story, are not appropriate for the younger children resulting in some children becoming restless.

Self evaluation is informal and through discussions between the staff and the management committee. Good relationships means that this works in practice. For example, the need for an outside area that can be accessed on a regular basis has been correctly identified. However, this informal system lacks clear targets against which improvement to the provision and outcomes for children can be measured.

Policies and procedures are in place to ensure that children are safe and secure. This includes careful recruitment procedures and safeguarding policies. Thorough risk assessments are in place and checks of the environment completed regularly including during sessions.

Partnership with parents works well at all levels. Parents are involved in the management committee, they are well-informed about events and about children's progress. They also support fundraising activities such as a sponsored obstacle course. There is close working relationship with the school. Children make regular visits to the nursery unit.

The quality and standards of the early years provision

The playgroup caters mainly for children aged two and three years before they start the school nursery. Children settle quickly and enjoy themselves. They are very confident to try new activities and to talk about what they are doing. Relationships are very warm and caring enabling children's personal and social development to be fully supported. Achievements are celebrated on a daily basis at the end of each session. Children are encouraged to be as independent as possible. They show developing skills of cooperation and work extremely well together.

There is a good variety of activities available including painting, dough, sand and large physical play area. Children loved playing in small hidey areas with torches and telling a practitioner that she could not come in because she would collapse it. Generally the balance is towards more table top activities and less exploratory play. Children access the nursery garden as a whole group. This time is used well to promote development across all areas of learning and to encourage children's problem solving skills. Practitioners are very good at supporting thinking through conversation. Each session offers a balance of child chosen activities, adult led ones and whole group story and songs. However not all activities meet the needs of the younger two year olds. Able children are encouraged to try more challenging activities, examples seen included paintings and emergent writing .

Provision for children to be healthy is very good. Water is available throughout the session and snack time has a choice of fruit with milk or water to drink. All routines and practices to promote health and hygiene are securely in place. Children show developing knowledge about which foods are good for them. There are

opportunities for movement and physical activity both indoors and outside. Systems and routines are in place to keep children safe and secure.

Behaviour is very good. Staff set high expectations and the children support each other in achieving them. Staff engage with children individually, for example, when they are invited by name to tidy a specific area, this helps to promote a sense of belonging to the group. Praise is used well to reinforce good behaviour and disagreements are calmly discussed and sorted. Staff are rightly very proud of how well the children do this.

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?	3
How well does the setting work in partnership with parents and others?	1
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?	1
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 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.