

# Newport Children's Centre

Inspection report for early years provision

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**Inspection date** 30/11/2009  
**Inspector** Anthony Anderson

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**Type of setting** Childcare on non-domestic premises

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## 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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Newport Children's Centre is one of three settings managed by Playgroup Network. It was registered in February 2004 and operates from two rooms in a purpose built setting attached to Newport Primary School. It is situated close to Middlesbrough centre. It is open each weekday from 8.30am to 3.15pm for 51 weeks of the year. There is a fully enclosed outdoor play area available for outdoor play.

A maximum of 40 children may attend the centre at any one time. There are currently 43 children aged from two years to under five years on roll; of these, six children receive funding for nursery education. Children attend from the local community and attend for a variety of sessions. The centre currently supports children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

Seven members of staff are currently employed at the setting, All staff hold appropriate childcare qualifications and three members of staff are working towards a further qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are met by dedicated and professional staff who demonstrate a good knowledge of early years practice. Most of the setting's care systems and procedures are well documented and effective. Good use is made of observations and assessments of young children's progress to effectively support their next steps of development. Regular staff meetings take place but these are not yet sufficiently utilised by management to fully and consistently assess the setting's strengths and areas for development. Management demonstrate a good capacity for further improvement.

## What steps need to be taken to improve provision further?

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

- improve the use and effectiveness of the setting's self evaluation systems in order to consistently highlight the setting's strengths and areas for development, and ensure that this action leads to continuous improvement
- ensure that the frequently undertaken risk assessments are consistently recorded and that the log of elements to inspect includes external equipment and apparatus used by children.

## **The effectiveness of leadership and management of the early years provision**

Recruitment and vetting systems are fully in place and help to ensure that all adults are suitably qualified and trained. Systems of welfare and care are good overall but there is some inconsistency in recording the outcomes of daily risk assessment checks and in relation to the log of external items to be inspected. Good use is made of observations by each child's key person to monitor their progress. This results in a 'learning journey' booklet for each child which links well to their next steps of development. For example, records show that one child has recently taken an interest in magnets and his key person has written 'next steps are to look at magnets in a wider environment'.

Parents are well informed about their children's activities and progress through regular meetings with staff when the developing records of their children's onward progress are shared with them. Parents say that they are pleased with this system and they have a high level of praise for the day to day management of the setting. The relationship with the host school's Foundation Stage is good and this helps to promote young children's learning and development. The setting's systems of self assessment, whilst good overall, are not yet fully linked to the consistent embedding of ambition and the drive towards continuous improvement. The setting's promotion of equality and diversity is good and includes an equality and inclusion policy through which staff promptly address any issues of discrimination.

## **The quality and standards of the early years provision and outcomes for children**

Children in the setting show positive relationships with staff and visitors. They behave well and show appreciation and interest in the wide range of challenging and enjoyable activities on offer. Extensive use is made of the setting's walls to show photographs of happy and smiling children taking part in both indoor and outdoor games and activities. Posters clearly show pictures of the wider world and help children to understand and learn about different cultures and religions. The indoor area is divided into a range of zones where children can learn through play and one group of children enthusiastically roll out play dough into a variety of shapes. Staff provide friendly praise and encouragement to children as they make choices and experiment with new toys and games which support their learning and development.

Outdoors, the wide range of activities helps to promote healthy lifestyles and support children's access to physical and creative exercise. Regular checks are made by management to ensure the day to day suitability of accommodation, equipment and resources although recording systems lack clarity. Healthy meals and snacks are widely available through the setting's own kitchens in addition to juice and water. Staff utilise meal times to promote children's social development. Children are frequently encouraged to practice and learn about personal hygiene by washing their hands before eating and after visiting the toilet.

Frequent observations of children are used well to inform planning and to monitor children's progress. This has a positive impact on their levels of learning and achievement and is consistently used to define and target their next steps of development. Onward transition arrangements into the host school's Foundation Stage are good and include comprehensive details of each child's progress in the six areas of early years learning. Children demonstrate positive attitudes and they are frequently encouraged to make choices and to take responsibility for their actions. The wide range of learning and play activities helps children to make good progress towards their learning of future skills.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **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