

Gosforth Garden Village Playgroup

Inspection report for early years provision

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Inspection date	17/05/2010
Inspector	Sharon, Amelia Robson

Setting address	The Bowls Pavillion, Rosewood Avenue, Gosforth, Newcastle Upon Tyne, NE3 5BJ
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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.

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Description of the setting

Gosforth Garden Village Playgroup opened in 1978 and is overseen by a committee, made up of parents of children attending the playgroup. The playgroup operates from one main hall, situated in the grounds of the local bowling pavilion, which is located in a residential area of Gosforth, Newcastle upon Tyne. It is close to local amenities and transport links. The playgroup is open four days a week during school term times. Sessions run on Monday, Tuesday, Thursday and Friday between 9.30am and 11.45am. Most children who attend live in the local and surrounding areas.

The playgroup is registered to care for a maximum of 20 children at any one time. It is registered on the Early Years Register and the compulsory part of the Childcare Register. At present there are 32 children on roll, all of whom are in the early years age group. There are four permanent members of staff, all of whom hold recognised early years qualifications or are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff show a commitment to providing a welcoming and inclusive environment for children and parents. They value and respect children and ensure their individual needs are met. Staff have satisfactory knowledge of the Early Years Foundation Stage and most staff provide children with appropriate support to enable them to progress in their learning and development. The playgroup's capacity to improve is satisfactory, as it has begun to evaluate the service it provides and recognises the need for self-evaluation. Satisfactory relationships have been developed with parents and the playgroup's partnerships with other providers used by minded children are good.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that at least one person with a current paediatric first aid certificate is on the premises at all times when children are present. There must also be at least one person on outings who has a current paediatric first aid certificate (Safeguarding and promoting children's welfare).

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

- further develop systems for recording children's progress to ensure all staff match observations to expectations of early learning goals and to identify

- planning for children's next steps
- ensure parents have access to their children's development files.

The effectiveness of leadership and management of the early years provision

All staff have had suitable checks and have appropriate childcare qualifications. Staff have a sound understanding of their role in safeguarding children in their care. They have attended relevant training and ensure their knowledge is up to date and comprehensive. Detailed policies and procedures are in place regarding safeguarding and these are shared with parents at the onset of a placement. Procedures are in place to ensure the safe collection of children, including lost or uncollected children and safety in general. Risk assessments are carried out for all areas used by children, both indoors and outdoors, which ensures hazards in these areas are minimised. Although the manager is attending first aid training, there are no members of staff present with a current paediatric first aid qualification, which is a specific legal requirement and therefore compromises children's safety.

Staff organise areas within the hall well and provide a range of age-appropriate activities and resources. Staff value and respect children's differing abilities and backgrounds. Through the range of resources provided and the positive role models provided by staff, children are encouraged to learn about both their local community and the wider world. Procedures are in place to support children who speak English as an additional language or those with a special educational need and/or disability.

Partnerships with parents are satisfactory; staff take on board their comments and keep parents informed about their children's development. At the onset of a placement staff take time to discuss children's individual needs with parents and use this information, as well as observations at introductory visits, to help assess children's starting points. Information is shared verbally with parents on a daily basis and children's development files are available on request. However, these are not always kept on site and all files are not up to date or show how children's next steps are identified. Daily and medium term plans are in place, however, they are not always available to parents. Staff have very good relationships with other providers used by the children, sharing verbal information, as well as their development files and future plans.

Staff have attended some training since the last inspection, including food hygiene and an early maths workshop, and two members of staff are working towards childcare qualifications at present. Recommendations raised at the last inspection have been met. The self-evaluation has been completed and staff have an awareness of the playgroup's strengths, as well as highlighting their weaknesses and areas for development.

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

Systems are in place to help children make progress in all the areas of learning. Suitable observation and assessment records are in place which are linked to the Early Years Foundation Stage. These include the monitoring of children's development and identifying their next steps. However, not all staff are using these systems appropriately. Medium term plans are in place, as well as daily plans, which are linked to the Early Years Foundation Stage. Staff respond to children's interests satisfactorily and ensure they are happy and engaged in their learning and play. Independence is promoted as children are encouraged to make their own choices from the range of activities and resources provided. Staff interact with the children well. For example, as children made jellyfish at the art table, a member of staff talked to them about how many legs they were using and what colours they would like to use. Children then went on to talk about what else lives in the sea and what they might see when they visit the seaside.

Children make progress in their social skills and building confidence as they have opportunities to join in group activities, such as dancing and story time, as well as sitting together for their snack. They participate in outdoor activities regularly which gives them opportunities to develop their physical skills, including climbing, jumping and throwing and catching balls. The playgroup has recently acquired a computer and has other age-appropriate communication and information technology resources available. Children have opportunities to visit the local post office where they are able to buy their own stamps, as well as going on nature walks in the local community. A range of resources is available to help children learn about the wider world, as well as opportunities to celebrate cultural and religious festivals and events throughout the year.

Children's health and well-being are promoted satisfactorily as staff use information on children's dietary and health needs appropriately. Policies and procedures are used well, including those regarding medication and the care of a sick child. Hygiene procedures are promoted as staff talk to children about reasons they need to wash their hands before snack time and after using the toilet. Staff provide children with healthy options at snack time and talk to them about healthy eating. Children have good knowledge of safety, both indoors and outdoors, and staff talk to children about how to behave safely and appropriately. For example, a member of staff explained to a child that they may 'fall over or bump into a friend' if they run indoors.

Children have good relationships with staff and they are happy and settled. Staff are patient and responsive to children's needs and ensure children feel comfortable and secure in their care. Children are well-behaved; they have good manners and respond to the playgroup's routines and boundaries that are in place. Methods used for behaviour management are appropriate to the age and understanding of the children attending and they are used consistently. Children thoroughly enjoy helping to tidy up and they are encouraged to share and take turns. They receive lots of praise and encouragement from staff throughout the session.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that at least one person who is caring for children has an appropriate first aid qualification (Welfare of the children being cared for).

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