



# **St. Edward's Playgroup at Coquet Park First School**

Inspection report for early years provision

**Unique Reference Number** EY304680  
**Inspection date** 20 October 2005  
**Inspector** Jim Bostock

**Setting Address** Coquet Park First School, The Links, Whitley Bay, Tyne and Wear, NE26 1TQ  
**Telephone number** 0191 2008708  
**E-mail**  
**Registered person** St. Edward's Playgroup at Coquet Park First School  
**Type of inspection** Integrated  
**Type of care** Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

St. Edward's Playgroup is situated in Coquet Park First School which is on the outskirts of Whitley Bay. The service is open from 09.15 to 11.45, Monday to Friday during term time. The staff team consists of a manager, deputy and three regular staff who are all qualified in early years care and education. There are additional staff for standby duty. Children use the community room, out of school room, sports hall and community toilet area. They also have access to the school grounds for outdoor

play.

At the time of inspection there were 37 children on the register, one of whom was in receipt of funded education. There were no children attending with special educational needs or English as an additional language.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health and hygiene is promoted very well by the daily routines of children washing hands before eating and after toileting. They have individual towels and liquid soap dispensers to enhance hygiene and reduce cross infection. Children are helped to learn to identify when they need to go to the toilet and they learn about health and hygiene very well. Accidents and medicine administered are recorded, however, the system used does not ensure full confidentiality of information. There are two members of staff who have first aid training which further protects children well.

Children receive a balanced and healthy diet including the provision of fruit, snacks and drinks each day. Staff have a good understanding of the nutritional needs of children. Children's individual dietary needs are recorded and reflected in the food and drink provided. Snack times are used well as social occasions for children with lots of discussion about daily events. Staff help children learn about healthy eating with a good activity programme which focuses children's interest. Children benefit from the good communication between staff and parents about food and drink issues, with the service fully respecting any requests from parents. Children have easy and constant access to drinking water within the playrooms.

Children's physical development is very well promoted through regular use of the outdoor area where they have access to trikes, scooters and tunnels to crawl through, which they thoroughly enjoy. They develop balance and coordination very well in organised activities such as the sponsored obstacle course. Staff support and encourage children to develop good skills such as climbing and jumping, and they learn about their bodies from songs such as "fingers and toes". They develop fine muscle control by regular use of small tools such as scissors, paint brushes, rollers and play hammers. They also play on the computers where they use the mouse well.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming environment which is well organised, light and in good decorative order. The service promotes child safety within the building by encouraging children to be aware of danger and keeping themselves safe, as well as taking good precautions to reduce the risk to children. Children's safety is promoted within the building by the undertaking of regular risk assessments, the results of

which are acted upon. Close supervision of children is used well by staff to help prevent accidents and keep children safe. This is further enhanced by the number of staff available each session which is over the number strictly required within the standards.

The service has good written policies covering a wide range of safety issues and staff are fully aware of these issues which help protect children well. The service has good fire safety procedures and has made provision for a safe and efficient evacuation, including good written plans and records of practice evacuations. The arrival and collection of children is well planned and keeps them safe by ensuring staff supervise children as soon as they arrive and monitor their collection by parents very well.

The service has identified a member of staff as the child protection coordinator who has a good awareness of the issues involved in protecting children and has undertaken additional child protection training. All staff have a good understanding of policies and procedures in place to protect children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children have a warm and caring relationship with staff. They interact confidently with staff who show a detailed understanding of their individual needs. Children are encouraged to be independent with support and guidance to select and use the toys and equipment effectively. Expressive and enthusiastic language is used by staff when interacting with the children and they respond with enthusiasm and interest. Children's abilities and confidence are developed through effective use of the wide selection of resources available. Staff have a good understanding of the development of children putting into practice skills and methods gained from experience and relevant training. Children's self esteem is developed well because child's contribution is valued. They benefit from a well planned activity programme which encourages their interest and progress in a wide range of stimulating, fun activities. The ethos of the service is enjoyment and choice and staff help children to achieve this. Parents are fully involved in their children's experiences from regular updates.

### **Nursery Education**

The quality of teaching and learning is good. Children make good progress because staff have an understanding of the Foundation Stage and are continuing to develop their knowledge. They find out about children's skills, interests and needs to begin the process of development. Their good use of questioning challenges the children's thinking, however, the systems to observe, monitor and record children's achievements, to help them identify the next steps in their learning, are still being developed. They provide a good range of interesting, well planned, activities that cover all areas and have clear intended learning outcomes but the planning concentrates on one area of learning where many others are involved. Children have access to a wide range of well chosen resources to support their learning and staff give careful attention to adapting activities to enable all children to participate fully.

All children are eager to learn, assured in their play and confident to try new

experiences. They listen intently to stories when they confidently join in and predict what might happen next. They demonstrate good language skills at discussion time. For example, they confidently relate what they have learned about animals and are able to identify and name different animals. All children use marks readily to represent their ideas and staff use this well to link marks to letters in their names. Children are very imaginative. They act out both real and imagined experiences, for instance, when playing with the play hospital toys, acting the part of doctors and patients. They create individual art work such as fox masks using a range of collage materials. Children learn to count very well with three year olds able to count up to five and they begin to identify shapes and use terms such as big and little in the correct context. They gain confidence in using number in their play as they use counting confidently during number rhymes. Their understanding of the wider world develops through a wide range of experiences such as taking part in local events and celebrating festivals such as Harvest and Diwali. They demonstrate good physical skills as they move confidently around the premises and skilfully use a range of large equipment. Their fine motor skills are developing well and they show good control as they use pencils, paint brushes and construction equipment effectively.

### **Helping children make a positive contribution**

The provision is good.

Parents are fully informed and consulted about all aspects of the care provided with the staff discussing all issues and incorporating parents requests into the service. They provide written information about their children for the service and also provide written permissions for a variety of issues affecting their children so that they can be cared for in accordance with their wishes. Parents comments about the service are very positive. They feel they receive good information, relate well to staff and their children thoroughly enjoy attending sessions. Their knowledge of the Early Learning Goals however, is not well supported and is another area which staff are developing. The excellent partnership with parents contributes significantly to children's well-being in the playgroup. Parents views about their child's needs are actively sought before the child starts at the setting and on a regular basis throughout their time there. Staff ensure that all parents know how their child is progressing and developing. Children benefit greatly from the involvement of their parents in projects which contribute to their good health, development and learning.

There are activities, toys and resources related to multicultural play to help children develop awareness and positive attitude to difference. However, positive images of diversity are not always available to children. Although there are no children with special needs currently attending sessions staff are very knowledgeable about special needs and about children's individual needs which helps children's involvement and inclusion in the daily events. All children mix freely and participate in all activities which helps them extend their experiences without artificial obstacles. Children are cared for as individuals, with differences being acknowledged and enjoyed. Children gain a good understanding of the wider world and their local community through activities. This positive approach fosters children's spiritual, moral, social and cultural development well.

Children learn to be respectful and interact positively because staff are very good role models. They discuss behaviour and relating to others so that children become aware of how they affect others. Children develop self confidence very well because they receive lots of praise and encouragement. They are eager to participate in activities and respond very well to the staff. They learn to share, relate well to each other and behave very well. Children separate from their carers very well and develop independence with staff support. They enjoy receiving stickers which show they have been well behaved, helpful and cooperative.

## **Organisation**

The organisation is good.

The service provides clear routines and is well organised to meet children's needs. Children benefit from the relevant training attended by the staff which is reflected in the good standard of care provided. Most of the staff are qualified and they have access to very good ongoing training which helps them to effectively meet the needs of children including those with special needs. The well planned daily routine allows children to experience a wide variety of stimulating and interesting activities. Staff are assigned as key workers for a group of children which helps children settle easily and helps meet their needs well. Staff work very well together, know their roles and demonstrate very effective skills in helping children learn and progress. The good leadership and management of the service contributes positively to the care and education of children.

The documentation kept enhances the care provided by being relevant and well organised. The records are stored in a way that ensures confidentiality. There are written policies and procedures for fire safety, accidents, lost children, complaints and many others as required, but some updating is needed. Some of the information on the parent's notice board is out of date and refers to the previous premises. The service has current public liability insurance cover so that children are well protected. The certificate is displayed on the wall as is required.

The service meets the needs of the children attending.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There are no complaints to report.

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.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- enhance the current good access to multicultural play by providing positive images of diversity for children on a regular basis
- ensure all records of accidents are fully confidential
- continue to review and update policies, procedures and information for parents so that it reflects current practice
- continue to develop the systems for parents to be informed about their children's progress and the Early Learning Goals.

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop staff knowledge and understanding of the Early Learning Goals and Stepping Stones
- continue to develop the systems of planning for and assessment of children's learning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)