

Cruddas Park

Inspection report for early years provision

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Inspector	Sharon Greener

Setting address	Cruddas Park Early Years Centre, Brunel Terrace, NEWCASTLE UPON TYNE, NE4 7NL
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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*.

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Description of the setting

Cruddas Park Early Years Playgroup was registered in 2010 and is operated by Newcastle Local Authority. It operates from three playrooms and associated facilities within the Cruddas Park Early Years Centre situated in the Cruddas Park area of Newcastle. The playgroup operates each Monday, Tuesday and Wednesday from 9.30am to 12.30pm during term time only. They are registered on the Early Years Register for a maximum of 16 children under five, of whom none may be aged under two years. There are currently ten children on roll. The playgroup is able to support children with special educational needs and/or disabilities and children who have English as an additional language. The playgroup employs two staff, one of whom holds a Level 3 early years qualification and the other is working towards a Level 3 qualification. Links are made with others delivering the Early Years Foundation Stage.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playgroup provides a welcoming, inclusive environment where children and parents are valued as individuals. Staff build positive relationships with parents and others to support children effectively. Children have access to an excellent range of resources and make good progress in their learning and development. Systems to evaluate the service, care and education are effective and help promote continuous improvement. The required documentation is in place and is well organised.

What steps need to be taken to improve provision further?

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

- develop further systems to identify the next step planned to support each child's individual learning
- develop further systems to encourage parents to consistently contribute information about their children's learning to help inform planning and support their children's progress.

The effectiveness of leadership and management of the early years provision

Staff show a very good understanding of the safeguarding children from harm procedure and have completed relevant training. They understand very well the action to take regarding the management of a complaint. Their understanding of other relevant procedures is good. For example, those regarding the administration of medication and a lost or uncollected child. Arrangements for the collection of children are strict. Children are only released to nominated individuals known to staff. Security is very well maintained and staff supervise children very closely.

Visitors are screened, sign the visitor's record and are fully supervised. Staff recruitment and induction procedures are sound. Effective procedures such as, regular team meetings, access to pertinent training and an annual appraisal help monitor their ongoing suitability. The required documentation is in place and is well maintained. Annual risk assessments are completed and records kept. Effective procedures are in place to evaluate the service, care and education provided to support continuous improvement. Feedback is obtained from parents verbally and via questionnaires.

Excellent use is made of space to offer children a very wide selection of high quality resources and equipment. Child friendly storage allows children to self select activities and resources very easily. This nurtures their independence and decision making skills. Staff help raise children's awareness of diversity very well. They present positive role models to children and explain differences as simply as possible to help children gain an age appropriate understanding. A good selection of activities and resources are available which reflect the different aspects of diversity. To help promote inclusion parents are asked to share information about their cultures. For instance, one parent spent time with children and staff to explain about Mehndi patterns and demonstrate how they are painted on hands. At present there are no children on roll who speak English as an additional language or with special educational needs and/or a disability. Staff are able to explain very well the procedures to support children with specific needs and have completed some relevant training.

Parents are kept well informed of their child's progress and general events through the effective use of verbal feedback, newsletters and information displayed. They have access to their children's records and staff encourage them to share details about their children's learning to help support their children's progress. However, such feedback is not consistently forthcoming. Staff keep parents informed about their children's current interests and preferred activities. For instance, several young children's particular interest in pirates. This enables parents to support their children's learning at home. Verbal feedback from parents is very complimentary. For example, one parent states 'I think the group is brilliant and have recommended it to other parents. Another states, 'The staff are brilliant. I am over the moon with the group'. Positive links are made with other early years practitioners delivering the Early Years Foundation Stage. Staff have built effective relationships with staff at the nursery which is also located within the centre. They work effectively together to share information to support children's continuity of learning and to help children make a smooth transition between settings.

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

Children's admission into the playgroup is managed sensitively. Several introductory visits help parents and children to become familiar with staff and the environment. This helps children settle very well. Parents have easy access to policies and procedures. Staff discuss children's individual needs in detail with

them during the induction process and complete paper work and gather relevant information. This allows staff to build a good knowledge of each child's initial starting points. Good use is made of observations to monitor and assess children's learning and staff have a sound understanding of children's individual abilities and needs. Information to assist with planning is well recorded. However, the next step to take to support individual children's learning is not identified. Staff have a good understanding of the Early Years Foundation Stage and make effective use of it to promote children's learning and they make good progress. Staff initiate activities such as, story time, singing, cookery and additional creative activities to compliment children's self chosen play.

Children's communication, language and literacy development is effectively promoted. Staff make good use of discussion and questions to promote and enhance children's learning. Children listen well during story-time and answer questions about the storyline. They sing with enthusiasm and know the actions to their favourite rhymes. Children have good opportunities to mark make and develop early writing skills. For example, a young child makes confident use of felt-tip pens to make zigzag marks on paper. A member of staff praises the child's abilities. This positive reinforcement helps nurture children's confidence and self-esteem. Simple mathematical concepts such as, colour, shape, size and number are promoted very well through play and every day tasks. For instance, children count how many people are in the queue as they line up to go outdoors. They have opportunities each day to take part in physical play. An extremely good selection of physical play resources is provided which enables children to test and refine their physical skills. For example, large indoor wet play and sand areas. Exceedingly good use is made of the outdoor play space to offer very broad variety of equipment to nurture children's physical development. For instance, young children show emerging confidence as they use climbing frames and balance beams. They are able to plant, dig and explore a small woodland area complete with a den where they look for insects and have picnics.

Staff manage children's behaviour in a calm and consistent manner and make effective use of age appropriate strategies. For example, distraction tactics and simple explanations and gentle reminders of the rules. Children respond positively and their behaviour is good. Warm, close relationships are evident between staff and children. Staff are well aware of and responsive to children's needs and preferences. For instance, a staff member supports a young child's efforts to find items of treasure to bury in the sand area. Children are happy and content in the company of staff. They turn to them readily for reassurance and comfort. Children form age appropriate relationships with their peers. This is reflected in the way that they take turns, share resources and play together. Children are able to develop an age appropriate awareness of safety. Matters such as, the need to use resources safely are discussed and children take part in regular fire drills. Standards of hygiene are very well maintained. Staff present positive role models and use familiar routines to help promote children's understanding of the benefits of adopting good hygiene practices. For instance, children hand wash at appropriate times and staff ensure that surfaces are cleaned regularly. Staff discuss any medical or dietary needs children may have with their parents and appropriate details are recorded. Children's dietary needs are well met whether for cultural, medical or lifestyle reasons. Staff actively promote healthy eating and

ensure that a good variety of nutritious snacks are provided. Milk is also offered at snack time. Children have easy access to fresh drinking water throughout the session and each child has their own individual water bottle. This helps promote and preserve children's health and well-being.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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