

# Gosforth Garden Village Playgroup

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

<b>Inspection date</b>	20/11/2012
Previous inspection date	17/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are keen to explore and learn. They play independently and in groups and are beginning to share their ideas and thoughts, thus developing a positive approach to learning.
- Staff have developed secure relationships with parents and children. This means children are happy and settled and parents are well informed of their children's progress and how they can contribute to their learning.

### It is not yet good because

- Opportunities of children to have daily outdoor play and to engage in active, energetic play, and to extend their skills in mathematics have not been fully considered by staff.
- Performance management and supervision is not effectively used to support all staff and to identify where areas for development are needed with regard to the quality of teaching and continued improvement of the setting.
- There is a lack of positive images, resources and activities of the wider world to promote children's understanding of diversity, gender, and disability.
- The book area is not presented well and is not used to best effect to support children's literacy skills and encourage a love of books.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the hall.
- The inspector held meetings with the leader of the playgroup.  
The inspector looked at one child's assessment records, planning documentation,
- evidence of suitability of staff working in the setting and a sample of risk assessments and policies.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Janet Fairhurst

## Full Report

### Information about 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 the local community hall, 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 9am and 12.30pm. Most children who attend live in the local and surrounding

areas.

The playgroup is registered on the Early Years Register and the compulsory part of the Childcare Register. At present there are 17 children on roll, all of whom are in the early years age group. There are two permanent members of staff both of whom hold recognised early years qualifications and one temporary member of staff who is working towards a qualification.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the educational programme for physical development by providing challenging, stimulating opportunities for children to engage in active, energetic play on a daily basis
- improve the educational programme for mathematics by providing an interesting and stimulating range of resources, activities and practical experiences to encourage children to develop mathematical concepts, such as using numbers, counting and exploring size, capacity, weight and measure
- ensure that effective arrangements are in place for the supervision of all staff with specific reference to the playgroup leader in order to provide ongoing support regarding performance management and identifying training needs.

#### **To further improve the quality of the early years provision the provider should:**

- develop further the indoor environment to provide a more stimulating and inviting area for children to choose books and develop early reading skills
- develop children's awareness of the wider world by providing books, posters and resources that depict positive images of culture, gender and disability.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff demonstrate a sound understanding of the learning and development requirements and guidance for the Early Years Foundation Stage. Limited samples of children's development records were available during the inspection. However, from the sample seen and through discussion, the system for observation, planning and assessment takes into account children's interests and covers most of the areas of learning. Staff use the

information from their observations to plan children's next steps in their learning. A suitable tracking system is used to help identify any gaps in children's learning which enables staff to provide appropriate levels of support. The setting is aware of the need to complete two-year-old progress checks and have invited parents to contribute to this process.

Staff provide an adequate range of activities and children spend much of their time choosing what they would like to do and show good levels of enjoyment. However, on these occasions, staff do not place enough emphasis on raising achievement and the range of learning experiences are not sufficiently challenging. Consequently, the older and more able children's learning, in particular, is not always consistently and fully extended in some areas of learning, such as mathematics. For example, there are too few opportunities for children to consider early calculation or to recognise numerals and consider concepts, such as size, weight, capacity and measurement through practical experiences.

Communication and language are fostered well. Children confidently express their views and make their needs known. The indoor environment is generally well organised with the exception of the book area. This is not well presented or inviting. Consequently, children do not always take opportunities to use this area independently to develop their love and understanding of books. Information and communication technology is used well as children complete simple programmes and use the computer mouse with ease. Children take part in imaginative play using both small world and construction resources. For example, a number of children played together with the blocks and small world figures building structures which represented a fire station and negotiated with each other how they could save people from the building. Children are able to access craft activities, such as painting. At the easel, they carefully dip the paint brush into their chosen colour and are able to control it, moving it around their piece of paper to create their own artistic work. They clearly demonstrate a sense of pride in their achievement when a member of staff compliments their creation.

Children develop an interest in early writing as they use a variety of writing materials, such as pencils, crayons, chalk and paper and envelopes. Older children understand that print has meaning as they write a birthday greeting for their friend, put it in an envelope and pretend to post it. Children are beginning to increase their awareness of the lives others lead, for example, through the celebration of Chinese New Year and Diwali. However, there is a limited range of resources and positive images that help children to become aware of, and embrace, differences in gender, culture and disabilities. Children's access to the outdoor play area is currently restricted as work to develop this is being carried out. Activities, to provide children with alternative opportunities to be active and energetic, are not always successful, nor is planning precise enough to guide staff and ensure this key area is given sufficient attention. For example, the ring games held little interest for most of the children, as staff did not engage them fully or offer excitement. Consequently, for a number of children, these games and learning opportunities were not meaningful.

### **The contribution of the early years provision to the well-being of children**

Children are really well settled into the setting. Prior visits to the playgroup are tailored around the needs of the children and give both parents and children the opportunity to get to know the staff and for staff to collate all relevant information about their specific needs. This combined with an appropriate assigned key person system helps staff foster children's personal, social and emotional development well. Children play cooperatively with their friends and staff take a consistent approach in their expectations for children's behaviour, so children quickly learn what is acceptable. Staff use positive behaviour management strategies and children's self-esteem is enhanced as they receive praise for good behaviour, effort and achievement. Children learn about sharing and taking turns and respond well to reminders and direction from the staff. For example, children quickly respond to the 'tidy up song' and happily help staff tidy up and get ready for snack time. Children are aware of different feelings as they describe why someone may be angry or sad and recognise how their behaviour affects others. They benefit from the calm routine of the morning and feel secure as they know where their belongings are stored. For example, a child confidently retrieved his blanket comforter from his bag and staff acknowledge how this provides emotional security for young children.

Staff quickly identify if children require any additional help. They work closely with parents sharing any concerns and support is secured from appropriate external agencies to assist in closing any gaps in readiness for the transition to other settings or school. Children learn how to keep themselves safe, for example, using scissors safely and participating in emergency evacuation drills. They are encouraged to wash their hands before eating with anti-bacterial wipes and clearly demonstrate their understanding about germs on hands through discussion. This means the children are developing an awareness of the importance of good hygiene to stay healthy. However, opportunities for outdoor play are being hindered as plans to develop this area are slow. Links with providers, such as childminders, are satisfactory. Staff share information with them about children's interests and achievements and this helps to provide some consistency in their learning.

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

Children are safeguarded and protected as staff implement safeguarding procedures and policies. The leader and the deputy have attended safeguarding training and relevant guidance documents are in place to support practice. Staff recruitment and vetting procedures are in place and new staff are not left alone with children until their vetting procedures have been completed. Staff appropriately supervise the children and carry out regular risk assessments of the premises, environment and equipment. The premises are secure, and visitors are carefully monitored and logged. Detailed risk assessments of the premises also help to protect children from harm. In addition, all the records and documents required for the safe and secure running of the group are in place.

The leader is continuing to develop formal management systems, for instance, regular supervision and appraisal to support staff in their roles. However, the provider of the

group, notably the management committee, has no formal systems in place to monitor or carry out appraisals for the leader. This means they are not able to effectively monitor performance, set new objectives and drive improvements. Children and parents are welcomed and greeted warmly on arrival. Children are valued as individuals and staff and parents exchange sufficient information to develop an understanding of each child's needs. Staff use this information to assess starting points and plan activities according to the children's interests and abilities. Parents are kept informed about their child's progress and achievements, and they have regular access to their child's development records in which they are invited to make their own contributions. In addition, termly meetings are planned so parents can discuss their child's progress with their child's key person. Parents are invited to come into the group to share their knowledge and expertise with the children. For example, parents who work in services, such as police and fire, have visited the group to talk to children about their role in the community and how they can help to keep them safe. Parents and carers spoken to during the inspection are very supportive of the staff and are happy with the progress their children are making.

A whole team approach is used to undertake self-evaluation. The staff team achieves this through reflective practice and information gained from parents and others, such as the local authority development officer. Parents are invited to complete a questionnaire enabling them to add their thoughts and views to the evaluation process and have an impact on how the group runs. For example, in response to the feedback from the questionnaires the playgroup's start and end times have been made flexible so parents can more easily drop off and collect older siblings from school. The action and recommendations raised at the last inspection have been met in full. For example, staff have undertaken first aid training, documentation around children's assessment, and parents access to them, has improved.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.

Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	319185
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	819107
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Garden Village Playgroup (Gosforth)
<b>Date of previous inspection</b>	17/05/2010
<b>Telephone number</b>	07970 403816

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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