

Wyndham Playgroup

Wyndham Playgroup, Wyndsail Avenue, Newcastle upon Tyne, Tyne and Wear, NE3 4QP

Inspection date	04/12/2012
Previous inspection date	23/11/2006

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children's personal, social and emotional development is given high priority. Children are happy and confidently explore their environment, moving freely within the room and the outdoors.
- Staff support children's learning particularly well, including those who speak English as an additional language, through being calm, patient and offering ample open comments and questions.
- Relationships with parents are strong and parents are kept well informed; leadership effectively involves staff in purposeful ways and improves provision through ongoing professional development.
- Staff meet safeguarding and welfare requirements well for each child. Robust and rigorous policies and procedures are implemented, which ensure that children are protected.

It is not yet outstanding because

- Resources that promote information and communication technology are not always available for children to use, which limits their understanding of this area.
- More rigorous assessment is needed, along with more information on entry from parents about children's starting points, to show if children are working within the typical development bands for their age and to ensure planning for their future learning is accurate and precise.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities within all areas of the setting.
- The inspector met with the manager and discussed a range of subjects and looked at records and policies.
- The inspector talked with children and staff.

Inspector

Eileen Grimes

Full Report

Information about the setting

Wyndham Playgroup was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is situated within Wyndham Primary School in the Kenton area of Newcastle. The out of school club operates from the nursery classroom whilst the playgroup has a dedicated room within the school. The group is managed by the headteacher. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting employs three members of childcare staff. All hold appropriate early years

qualifications at level 3 or above. The out of school club operates from 7.55am to 8.55am and from 3.30pm to 5.45pm Monday to Thursday, and from 2.30pm to 5.45pm every Friday, term time only. The playgroup operates from 9am to 12 noon every Monday to Friday, term time only. Children attend for a variety of sessions. There are currently 14 children attending who are within the early years age group. The playgroup provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- develop and monitor assessments to ensure that they are precise and sharply focussed by showing clearly how children are making progress towards the early learning goals, including information from parents when children start, to give a clear indication of children's starting points in their learning so that their next steps can be accurately identified
- extend the range and accessibility of resources and activities to support children's understanding of technology.

Inspection judgements

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

Children have great fun and participate in a wide range of activities that cover all areas of learning, help them make progress and reach the expected levels of development. Staff base all activities on children's interests, such as, dressing-up as astronauts in the role-play area. They link other experiences to children's current stages of development. However, there are few resources regularly accessible to develop children's skills with information and communication technology.

Staff consistently observe children and use this information to identify and plan for their next steps in learning. Although staff within the playgroup have an in-depth knowledge and understanding of children and are able to discuss their progress, this is not accurately reflected in children's 'learning journeys' to ensure that assessments are precise and sharply focussed. Staff encourage parental involvement in children's learning and development. They ask parents to record information at the time of entry on 'The Child and Family' profile. However, this does not fully relate to all the developmental areas, in order to help give a clear indication of children's starting points in their learning so that their next steps can be accurately identified and planned for. Parents receive verbal

feedback at the end of the session and can view their child's 'learning journey' at any time. Staff offer more formal meetings throughout the year, and operate an open-door policy. Consequently, parents are well informed about their child's progress and are able to support their child's learning at home.

Children benefit from enthusiastic staff interaction which motivates them to learn. For example, they keenly wrap up in coats and hats to play outside. This supports their physical development and also their understanding of their bodies as children talk with staff about getting cold and warm and how the weather has changed.

Children develop good communication and mathematical skills as they talk about what is happening using vocabulary such as, 'big' and 'high', as they measure the sand in buckets and build towers.

Children's language is developed as staff engage freely with them, they comment about what is going on and ask lots of open-ended questions. Staff ensure that children have time to answer and reflect on what is said. Children's understanding and respect for books and reading is fostered extremely well within the setting. Staff who are highly skilled at story telling engage all children well, consequently they are keen to sit and listen both at story time and spontaneously throughout the session. Children develop good self-care skills and independence, they are able to put aprons on for painting and attempt to put their coats on for outdoor play. Overall, they are developing a good range of skills to support their future learning.

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

Children are settled and secure and develop strong bonds with their key person and the friendly and caring staff team. Secure settling-in arrangements mean children are able to separate from parents or carers confidently. They become increasingly independent in their personal care needs. They understand the need for hand washing before snack and confidently use the soap, water and paper towels to make sure that their hands are clean.

Staff are consistent in their high expectations with regards to children's behaviour, as they provide positive role models and create a calm environment. Children learn to share, take turns and consider the needs of others as they play, which helps them to build relationships. They consider the feelings of others as they talk about what makes them happy and sad, and how others feel. Children receive lots of praise and encouragement, which makes them feel proud of their achievements and encourages them to have a go. Children's work is attractively displayed, they talk about their portrait pictures, which develops a sense of pride and their self-esteem. Through playing with resources that positively reflect differences, they learn to respect and value diversity and consider the needs of individuals.

The playgroup has exceptionally strong links with the school and is integrated into their Early Years Foundation Stage unit, accessing toys and resources and joining together for activities. This helps ease children's transition into mainstream school.

Staff are vigilant about safety at all times. Risk assessments are completed and safety monitored throughout the session. Children are encouraged to participate in risk assessing areas within the pre-school. For example, they talk about getting spillages of sand swept up to avoid slipping; this raises their awareness of how to keep themselves safe. The environment is very well maintained and positive practices are followed to support children's good health. Children enjoy healthy snacks and drinks during the day. Indoor and outdoor play areas are used well to support children's learning and benefit children's health. Children explore all areas confidently, accessing toys of their choice from the very wide range available. There are quiet areas for rest and easily accessible toilet facilities, which enable children to become increasingly independent in managing their personal care needs.

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

Leadership is good and management is effective because the provision has a good understanding of the responsibilities in meeting the learning and development requirements. There is an accurate overview of the curriculum through close monitoring of the educational programmes and of the levels of delivery by individual staff. This means that the playgroup offers a broad range of experiences to help children make good progress towards the early learning goals.

The basis of the teaching is good, as staff and management have a secure understanding of each area of learning and how children learn. However, children's learning journeys are not monitored effectively to ensure that they accurately reflect staff's in-depth knowledge about the children's learning and progress. Staff target individual children identified as being in need of support, such as those learning to speak English as an additional language. As a result, these children receive supportive intervention to close any gaps in their learning.

The leadership and management have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage, including arrangements for safeguarding and suitability. They implement these consistently to create an environment that is welcoming, safe and stimulating. There are clear procedures in place for safeguarding and designated persons have appropriate qualifications. All staff are fully aware of how to respond to any concern about a child. Staff implement all required policies and procedures well. Written risk assessments are detailed and frequently reviewed so that staff keep children safe, indoors, outdoors and on outings. All required documentation is effectively maintained, including the record of staff suitability. Management understands and carries out effective employment and vetting procedures in line with the safer recruitment guidance. The provider conscientiously monitors and manages staff's performance and their professional development through regular appraisals. New staff are well supervised throughout their induction periods so that they successfully learn to adopt the settings robust standards of teaching.

All staff are encouraged to attend relevant early years courses and best practice meetings, which are then cascaded to staff when back in the setting. Staff have completed a wealth of training since the last inspection. Self-evaluation is integrated into the whole school document. However, the playgroup is clearly identified and has clear targets set within the school development plan, setting realistic yet challenging targets for improvement.

Each child has free access to their learning journey and their key person sits with them and talks about the photographs or pictures that they have created to find out how they felt about a particular activity, event or situation. Staff focus their planning and teaching on children's requirements and interests. Parents have a good platform to express their views through meetings, letters and through staff being available every day. Consequently, strong partnerships are developed with parents. The setting establishes effective arrangements for information sharing and partnership working with other providers and schools. The playgroup has also established good links with external agencies. As a result, there are good procedures to identify all children's needs and help them to make progress.

The Childcare Register

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

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

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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

Unique reference number	EY290748
Local authority	Newcastle
Inspection number	820082
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	14
Name of provider	The Governing Body of Wyndham Primary School
Date of previous inspection	23/11/2006
Telephone number	0191 285 3895

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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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