

Amble and Coquet Children's Centre Childcare Provision

Amble and Coquet Children's Centre, Bondicar Road, Hadston, MORPETH, Northumberland, NE65 9SR

Inspection date

Previous inspection date

06/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff have a secure knowledge and understanding of how to promote the learning and development of children which they do with enthusiasm.
- The safety of children is given high priority through effective risk assessments of the premises and the deployment of staff that work with the children.
- Staff have created an environment that is well-resourced and accessible for children which enables children to develop their independence.
- Children are motivated and keen to learn in this inclusive and welcoming setting. They develop positive relationships with staff and other children.

It is not yet outstanding because

- Methods for sharing children's learning, development and assessment information with parents is not fully effective to make sure they are aware of their children's overall progress.
- Learning and development assessments do not include all of the elements of the progress check that needs to be carried out for children between the ages of two and three years. This is particularly in relation to a review of their strengths, and any areas where children's progress is less than expected.

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 part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises and observed activities in the playroom.
- The inspector met with the centre manager and staff and spoke with staff at appropriate times during the inspection.
The inspector looked at children's development records, planning documentation,
- evidence of suitability of practitioners working in the setting and a range of other records, policies and procedures.
- The inspector took account of the views of parents through discussion at the inspection.

Inspector

Lynne Pope

Full Report

Information about the setting

Amble and Coquet Children's Centre Childcare Provision was registered in 2012 on the Early Years Register and the voluntary part of the Childcare Register. It is situated in a purpose-built premises in the Hadston area of Morpeth in Northumberland, and is managed by Northumberland County Council. The playgroup serves the local area and is

accessible to all children. It operates from a designated playroom in the Children's Centre and there is a fully enclosed area available for outdoor play.

The playgroup employs two permanent members of child care staff, five casual workers and an apprentice. The permanent members of staff hold appropriate early years qualifications at level 3 and the apprentice holds a level 2.

The playgroup opens Tuesday and Friday 9.15am until 12.15pm and Wednesdays 12.30pm until 3.30pm during term time. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 26 children attending who are in the early years age group. The playgroup provides funded early education for two-year-old children. A creche is provided when training courses take place for parents.

What the setting needs to do to improve further

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

- continue to develop new assessment methods of children's learning and development so they can be shared with parents
- ensure that the progress check at age two contains all required elements, ensuring that strengths, and any areas where children's progress is less than expected, are consistently highlighted.

Inspection judgements

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

Staff organise the playroom and plan activities to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. Staff have a good understanding of the Early Years Foundation Stage and the seven areas of learning which they implement with success. Monthly plans cover all the areas of learning and staff update the plan as they observe children's achievements and interests so that it meets their needs. Observations have previously been entered into a paper record of children's development. Staff are transferring this information into a new computer recording system which shows children's overall progress and identifies any gaps in their learning. This ensures that children are supported to have the key skills needed for their next steps in learning, including nursery and school when they come to move. However, this method of viewing children's progress is not easily accessible to parents to keep them informed of their child's progress.

Children have the opportunity to participate in a stimulating range of activities and experiences. The good quality resources inspire children to learn about other cultures and customs. For example, they play imaginatively in the home corner with Chinese bowls, spoons and chopsticks. Staff support children in their play by using appropriate language, such as naming the resources and talking about how they can be used. Children become confident speakers as they respond to staff by repeating the words in their play. Resources include books about Chinese New Year which children enjoy looking at as they carefully turn the pages. A Chinese Dragon is examined by the children generating talk about what it feels like, such as soft and hard. Craft activities include making Chinese ribbons from crepe paper. This encourages children to develop their physical skills as they attempt to cut crepe paper with a pair of scissors. Later in the session they listen to Chinese music and watch and imitate staff as they make movements with the ribbons in time to the music. All these activities strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community.

Parents are welcomed into the playgroup to spend time with their children. They have the opportunity to stay with them for 20 minutes at the start or end of the session which enables them to see what kind of things children are involved in. They can discuss their children's development with staff and raise any concerns that they might have. They are kept up-to-date about what their child has done through discussion when they collect their child.

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

Staff promote a calm and caring atmosphere where children develop positive relationships with them and their peers. Many children are new to the setting but the staff's warm approach has helped them to settle quickly and to feel safe and secure. Parents complete a 'Pen portrait' about their child's level of development, likes and dislikes prior to starting which helps staff plan appropriate activities. Many parents have been involved with activities with their children at the centre which aids a smooth transition into the playgroup as children are already familiar with the setting and the staff. Realistic rules and the consistent management of unwanted behaviour means that children begin to understand what is expected of them. They receive lots of praise when they do something well and they look forward to receiving stickers, which develops their self-esteem. Children quickly gain an understanding about cooperating with each other as they talk about sharing resources. High priority is given to children's safety. Staff give them timely reminders, such as to be careful on the bridge in the garden. Emergency evacuation procedures are practiced which ensure that children know what to do in such a situation.

Children are cared for in a safe, spacious, well-maintained and attractively-presented playroom. Resources are stored around the room at child height which makes them easily accessible and develops children's independence as they make their own choices. Children's awareness of healthy eating develops as staff talk to them about various foods and why they are good for them. At snack time staff show children the different fruits before they cut them up and encourage them to name them so that they recognise them in future. Outdoor play is accessible in all weathers. Children enjoy the open space as they

run up and down the grass slope. They negotiate the space successfully, adjusting speed to avoid bumping into each other. Physical skills develop as they try to hit a ball with the bat, have a go at the hoola hoop round their waist and roll them along the ground. Easy access to the bathroom gives children the opportunity to be independent in self-care with the support of staff. They begin to manage their own clothing as they are encouraged to put their own outdoor clothes on and off and return them to the correct peg.

Children are well prepared for the next stage in their learning due to appropriate support being in place for children that come to the playgroup from another setting. Development records are shared which helps staff to plan appropriately for the children. Staff are in the process of setting up links with other early years settings, such as nursery, that children will go on to attend to ensure a smooth transition.

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

The manager and staff have a clear understanding of their role and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of appropriate policies and procedures and robust systems to ensure the safe recruitment of suitable and qualified adults are implemented. Ongoing suitability of staff is monitored through their performance being reviewed at supervision and appraisal meetings. This helps to identify staff's strengths and training needs and procedures are in place to address under-performance. Ongoing staff development ensures that staff consistently update their understanding of good quality practice. For example, they have attended training for early language development which helps them to better identify and support children's language needs.

Staff understand their responsibilities to safeguard children. They capably describe procedures that they would follow should a concern be raised in order to protect children from harm or neglect. Risk assessments are conducted for the premises to ensure that any possible hazards are identified and minimised for children. A good overview is maintained of learning and development assessments. The room leader plans with staff to ensure that they are meeting children's needs. The new assessment system clearly identifies how each child is making progress and whether interventions are needed. Staff work very closely with health visitors who are welcomed into the centre to observe children and carry out their progress checks on children. However, assessments do not always contain all the required elements so that staff can carry out the progress checks at age two. This is particularly in relation to confirming children's strengths, and any areas where progress is less than expected.

Self-evaluation of the service offered is very evident in every day practice. Staff have evaluated how they have progressed since registration and they successfully identify strengths and weaknesses. Parents are involved in the self-evaluation as they complete a questionnaire about their views of the playgroup. The local authority development officer visits regularly to provide advice and support and helps to identify areas for improvement. Parents voice their appreciation for the staff and their hard work. They state that staff are

friendly and they feel comfortable leaving their children in their care.

The Childcare Register

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	EY451044
Local authority	Northumberland
Inspection number	880678
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	26
Name of provider	Northumberland County Council
Date of previous inspection	Not applicable
Telephone number	01670 761 496

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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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