

Bedlington Station Playgroup

Bedlington Station First School, School Road, BEDLINGTON, Northumberland, NE22 7JQ

Inspection date

26/02/2013

Previous inspection date

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

- Children are lively and confident and enjoy attending this welcoming setting, where staff have a good understanding of the Early Years Foundation Stage and how children learn.
- The management team and staff members strive to continually improve the setting through effective evaluation of what the setting offers, this benefits the experiences children have in the playgroup.
- Well-established routines ensure children feel safe, behave well and are confident to select tasks and join in activities with adults and other children.
- Effective use is made of observation and assessment, which staff members skilfully use to plan the next steps in children's learning and development.

It is not yet outstanding because

- There is scope provide children with greater opportunities to use their imagination while acting out familiar scenarios in the role-play area, for example, by providing them with further resources, such as real kitchen utensils and crockery.
- The accessibility and availability of toys to support children's development and understanding of information and technology are not readily available on a daily basis.

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 main group room and outdoor play area.
- The inspector spoke with the staff and children at appropriate times during the inspection.
The inspector looked at children's learning journeys, 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 with them.

Inspector

Anthea Errington

Full Report

Information about the setting

Bedlington Station Playgroup was registered in 2012 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in an annexe classroom within Bedlington Station First School, Northumberland, and is managed by Action for Children. The setting serves the local area and is accessible to all children and there is a fully enclosed area available for outdoor play.

The playgroup employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including one with Early Years Professional Status.

The playgroup opens Monday to Friday from 9.15am until 11.15am, school term time only. Children attend for a variety of sessions. There are currently 16 children attending who are in the early years age group. The setting provides funded early education for two- and three-year-old children. It supports children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- improve the range of resources to enhance children's imagination which reflect everyday life such as, real kitchen items, utensils and crockery
- review the organisation of resources to improve children's understanding of information and technology and ensure they have access to them on a daily basis.

Inspection judgements

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

Staff members understanding of the prime and specific areas of learning are good. They successfully build on children's initiated play to plan for their learning and progression; this fosters children's enthusiasm and eagerness to learn. Children's learning journeys contain a range of information including evidence of their work, in addition to observations and assessments linked to the document Development Matters in the Early Years Foundation Stage. The Early Years Foundation Stage progress check at age two is completed and information is shared with the parents. This ensures any additional needs for each child can be planned for and supported. The setting has very effective systems in place to assess children's starting points on entry and to support the smooth transition between home and the setting. For example, staff visit children at home with their parents and gather the relevant information on them. Staff are actively involved in children's play, and through their positive interactions and skilful questioning, they support children's progression and development. In addition, children take part in structured activities and mix with older children within the school during outdoor play. This means children progress comfortably within expected levels for their ages and are being well prepared for the next stage in their learning at school.

Staff follow guidance received from other professionals to effectively support individual

children's speech and language development. Children's communication skills are fostered well due to the positive interaction by the staff members. For example, they listen carefully to children, repeating words and phrases back to them to aid pronunciation. In addition, they skilfully encourage children to interact at story time allowing them to finish off the familiar text read to them. Children have good opportunities to practise making marks as they access various media available. They thoroughly enjoy using the paint brushes to create their pictures whilst discussing the colours they use. Children discover texture and explore shapes as they enthusiastically play with the shredded paper. They skilfully identify shapes and size as they discuss the various sized building blocks, clearly stating this is a big one and is this one is small. This introduces children to the concept of problem solving as well as developing an understanding of shape and size. Children make good progress with regards to their physical development and move around indoors and outdoors with confidence. They display good hand and eye coordination as they carefully thread the beads together and display great pride in their achievements. Children clearly love imaginative play and regularly choose to play in the home corner area. This area contains assorted plastic resources, but no real kitchen utensils and crockery to fully support children in acting out real life scenarios. In addition, programmable toys are not readily available to children on a daily basis to enhance their information and technology skills. Children display close relationships with staff members which results in them fully enjoying their time. They happily play alongside other children and are beginning to demonstrate their understanding of sharing and negotiating with one another.

Children's learning journals, informative noticeboards, newsletters, open days and daily discussions keep parents fully informed of their children's progress. This exchange of information is continually encouraged which ensures that partnership working is highly valued and effective in helping parents support their child's learning at home.

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

Children form close bonds with their key person who gives daily information to parents. However, because of the small size of the group children also form bonds with all members of staff and are relaxed with everyone. All staff are knowledgeable about children's care needs. These close bonds and the warm environment effectively support children's emotional and physical well-being and support their transition from home to the setting. Children are extremely well behaved. Staff are good role models and use consistent routines to help children learn about appropriate behaviour and the importance of being kind and respectful to others. Children approach staff for comfort and reassurance and staff respond to them with kindness and purposeful care. Through the effective settling in procedures and sharing good quality information with parents, staff members have developed strong and positive attachments with the children.

Children are developing a good understanding of their own personal hygiene as they follow daily routines and are encouraged by the staff to be independent as they use tissues and wash hands before snacks. Children are gaining good skills in self-care as they attempt put on their coats for outdoor play and quickly identify which coat is theirs. They

explain how they must wear coats as it is cold outdoors. Staff encourage this independence and are all fully aware of children's abilities when they are developing these skills. Staff members teach the children to keep themselves safe, and work with them in developing their own understanding. For example, they explain how children must take care as they prepare to move outdoors, and encourage them to line up sensibly. Children have fun outside, for example, they attempt to pedal bikes and skilfully negotiate around each other using scooters. As a result, they learn how exercise and fresh air are part of a healthy lifestyle. Ongoing risk assessments of the setting and resources ensure accidents are minimised. Fire evacuation procedures are displayed, discussed and practised to enhance children's awareness of safety.

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

The robust monitoring of the educational programmes ensures that a broad range of experiences are planned and provided to help children make progress in all areas of learning. The setting makes effective use of observation and assessment, as well as gathering relevant information from parents. Staff members fully understand the requirement in meeting the safeguarding, welfare, learning and development requirements of the Statutory Framework for the Early Year's Foundation Stage. Staff members have a thorough understanding of child protection issues in order to protect children and a straightforward written policy outlining the steps they would take, should they have concerns, is in place.

An appropriate recruitment procedure is in place and implemented well. The manager monitors staff performance and makes regular observations of how staff interact with children. Induction procedures are in place and relevant training is highlighted and discussed at regular supervisions and appraisals. Staff members fully recognise the importance of continuous improvement and through purposeful monitoring, are able to identify any gaps in the educational programmes for children and takes steps to remedy them. The reflection on practice and plans for improvement demonstrate both the management's and staff members' drive and commitment for continuous improvement of the provision.

Parents are extremely positive with regard to the care and education their children receive. They comment that the information they receive about their children is regular and detailed. Staff talk with parents about a range of matters at the end of the session and care and development needs are shared. They provide information on what children can do and enjoy doing, in addition to informing them of their plans to support the child's progression of learning. Partnerships with the adjoining school have been effectively established, and systems are in place to make sure children's continuity of care and learning is supported effectively. Staff work with others professionals involved with a child to ensure they receive consistent support to help them reach their full potential.

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
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	EY452710
Local authority	Northumberland
Inspection number	883767
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	12
Number of children on roll	16
Name of provider	Action for Children
Date of previous inspection	Not applicable
Telephone number	01670822326

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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