

Pegswood Childrens Centre Playgroup

Pegswood Children's Centre, Longhirst Road, Pegswood, MORPETH, Northumberland, NE61 6XF

Inspection date

06/03/2013

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's interests are valued and promoted highly effectively by practitioners in the setting, which results in children being inquisitive learners who are consistently engaged and motivated in their play.
- Strong bonds between the children and practitioners result in children being safe, having their emotional needs successfully met and feeling a strong sense of belonging.
- Children are very independent due to the well-organised environment and encouragement from practitioners. This means that children are active learners who confidently use their own ideas.
- Practitioners know the children they care for very well and continually collect good quality information from the parents, which enables them to successfully meet each child's changing needs.

It is not yet outstanding because

- The next steps in children's learning are, on occasion, not accurately identified for each child who attends to ensure that they can make as much progress as possible.
- Opportunities to make marks outdoors are not consistently promoted to encourage children's emerging writing skills.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 playroom and outdoors in the garden.
- The inspector spoke to practitioners and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
The inspector looked at a selection of children's learning journals, planning documentation, evidence of suitability of practitioners working with the children, a sample of children's records and a selection of the setting's policies.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Julie Larner

Full Report

Information about the setting

Pegswood Childrens Centre Playgroup was registered in 2012 on the Early Years Register, but before that was registered since November 2008. It is situated in purpose-built premises in the Pegswood area of Northumberland, is managed by Action For Children and operates as part of a children's centre. The playgroup serves the local area and is accessible to all children. It operates from a playroom and there is a fully enclosed area available for outdoor play.

The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications. The manager holds a qualification at level 6 and Early Years Professional Status, and the remaining staff hold level 3. The playgroup opens Monday to Friday, from 1pm to 3pm during school term time. Children attend for a variety of sessions. There are currently 16 children on roll who are within the early years age group. The nursery provides funded early education for two-year-olds.

What the setting needs to do to improve further

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

- enhance the assessment process further to ensure that planning for the next steps in learning is consistent for all children who attend, so that all make maximum progress
- develop opportunities for children to use materials to explore mark making outdoors.

Inspection judgements

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

Children make good progress in their learning and development due to the skilful way that practitioners extend their learning. A high emphasis is placed on successfully using and valuing children's interests to extend their learning in all areas of development. One child's current interest in dinosaurs is skilfully used by staff to encourage physical and creative development very well. For example, he roars like a dinosaur on the climbing apparatus in the garden and relishes painting a plastic dinosaur with different colours. The children's interests are successfully fed back into the planning to ensure that children have many opportunities to participate in activities that capture their interests and motivate them to become inquisitive learners. This supports their future learning and readiness for school when the time comes. Practitioners make regular observations to see what children can

do. Some practitioners are beginning to identify children's next steps and use this information to build up a picture of each child's learning journey. However, on occasion, the next steps are not successfully identified for all children in the setting to ensure that planning always meets each child's individual learning needs.

A range of exciting materials capture children's imagination and encourage them to explore and use their own ideas. Children happily work together to build a structure from lengths of pipe and concentrate on using this in different ways to see what happens when they roll the ball along them. This encourages their active learning. Children show great confidence in moving around the different areas of the setting. They take resources from indoors to outside, for example, as they take a doll in the garden to get some 'fresh air'. The continuous provision provides opportunities for children to extend their learning, both indoors and out, in most areas of learning; however, opportunities for children to refine and extend their mark making skills outdoors are lacking.

Children are good communicators. They readily engage in conversations and thrive on telling stories about what they have done. Practitioners encourage their communication skills well by introducing new words and asking questions to encourage children to think about and explain what they are doing. Children enjoy being creative and are inquisitive learners. They mix materials together, such as sand and glitter, to use on their collages. Practitioners consistently encourage children to have a go themselves by modelling how to mix materials together and enthusiastically encourage children to try this themselves. Children explore a wide range of materials and resources that encourage them to express themselves. They enjoy using shakers and assorted musical instruments, and carefully listen to the sounds they make. Freely accessible mark-making materials indoors encourage children to develop their early writing skills. They look with delight as they use different colours to produce patterns on a white board. Practitioners support children to gain an interest in numbers as they encourage them to count how many items they have.

Practitioners work closely with parents to provide them with good quality information about their child's development. Learning journals are freely available for parents to take home, and practitioners actively encourage parents to make contributions in these records. This results in good partnership working. Regular reviews of children's development are shared with parents to ensure they are fully informed about their child's learning. Additionally, practitioners update parents on a daily basis by talking about things that children have enjoyed and giving them information about how they can extend their child's learning at home.

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

Most children come into the setting and confidently separate from their parents and carers, which shows they have developed a strong sense of belonging. Those who show less confidence are given extra support from practitioners to help them engage in activities, and practitioners show great sensitivity in responding to their needs. For example, they reassure them their parents will return later, with lots of comforting cuddles, and quickly direct them to planned activities. Children have developed very secure attachments to the practitioners who care for them. Good relationships between

children and their key person result in them knowing about each child's unique abilities. Practitioners collect good quality information from the parents, which enables them to meet each child's individual needs in relation to their diet and health. Home visits are offered to parents before the children start to attend. These provide valuable opportunities for practitioners to share a wealth of information with the parents and find out what their child's interests are. Practitioners then use this successfully to plan play opportunities in the setting, which results in respecting and valuing the children's interests. Children relish being outdoors and have daily opportunities to benefit from fresh air. They have good physical skills as they climb the steps of the slide and confidently use trikes to pedal up and down the ramp. Children learn about healthy eating. They enjoy conversations where they think about foods that are good and bad for them and help with the preparation of snack by cutting up different fruits.

Resources are set out to encourage children's independence. Children readily select toys and equipment that they want to use from low-level shelves in the setting. Children have mastered great skills in self-care. They confidently move steps beside the basins to be able to reach to wash their hands, and are highly skilled in putting on their boots and coats to play outdoors. Children have developed a good understanding of safety and the steps they need to take to ensure themselves and others remain safe in the setting. For example, they quickly remind other children they must not stand beside the door when practitioners retrieve outdoor toys from the cupboard.

Children behave well in the setting. They have learned to cooperate and share with others. Practitioners shows a good understanding of how to manage behaviour and take account of children's differing stages of development to help extend their understanding about why they should not do certain things. This results in children being aware of boundaries and how their behaviour can affect others. Practitioners work very well to facilitate smooth transitions to other settings for the children in their care. For example, many visits to the school with their key persons and visits from the nursery teacher to the setting result in children feeling safe and secure in their new surroundings.

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

The manager and practitioners have a clear understanding of their responsibilities in meeting and promoting both the learning and development and the welfare requirements. Comprehensive policies for the safe running of the setting are in place and practitioners show a good understanding of how to implement these in their practice. Consequently, children's welfare and safety is successfully safeguarded. The manager has developed mostly effective systems to monitor the educational provision, which ensures that, overall, children make good progress and that the environment successfully promotes all areas of learning. This results in children receiving any support they need to promote their individual development. Ongoing assessment of the resources that children use ensure theirs learning is fully supported; however, the identification of next steps for all children is occasionally inconsistent. Secure recruitment procedures result in children being cared for by safe and suitable adults. Practitioners have good opportunities to extend their skills by attending regular training and completing formal qualifications. As a consequence,

children are cared for by practitioners who are well trained and have a good understanding of child development and safeguarding. Good, consistent procedures for induction ensure that practitioners have a very sound understanding of their roles and responsibilities, and ongoing supervision ensures that they can discuss any concerns they have about their key children to effectively support their individual learning and welfare needs.

The setting continually strives to build upon already good practice in the setting. There are secure systems in place which are successful in challenging practitioners to encourage them to continually reflect upon their practice. For example, the manager regularly conducts peer observations and uses these to identify training needs, which, in turn, benefits the care and development of the children. Self-evaluation is strong. Practitioners and users of the setting contribute their ideas as to how improvements can be made, and these focus on the areas that will bring about the most improvement for children's learning and development.

Partnerships with parents play a key role in the setting. Parents are highly complementary about the practitioners who care for their children and they show great confidence in approaching them for advice and support about their child's development. Practitioners respond quickly to any concerns that parents may share with them. They have highly effective relationships with other professionals to ensure that early identification of any areas of a child's development is supported successfully. Parents are kept very well informed about what is happening in the setting through regular newsletters and good quality information on a notice board. Practitioners seek the views of parents through a variety of methods, which supports good partnership working. They work successfully with other professionals in the school grounds in which they are based. All professionals working with the children provide a continuous learning journey that focuses on ensuring children make as much progress as they can. This is due to the good systems that practitioners have developed to share information about each child's stage of learning and development when they move on to different providers.

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 action. 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	EY452701
Local authority	Northumberland
Inspection number	883596
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	16
Name of provider	Action for Children
Date of previous inspection	not applicable
Telephone number	01670505376

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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, which are usually the childminder's 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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