

Parkway Playgroup

Knoplaw Primary School, Chapel House Estate, Newcastle-upon-Tyne, Tyne and Wear, NE5 1LH

Inspection date	14/03/2013
Previous inspection date	21/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 make good progress in their learning. This is because the quality of teaching is good and staff have secure knowledge and understanding of how to promote the learning and development of young children.
- Children understand how to keep themselves safe as all staff consistently give high priority to the safety of children.
- Children are well prepared when they make the transition into school. This is because relationships with the adjoining school are good and children are able to use and become familiar with some of their facilities and make visits before they transfer.
- The managers demonstrate a strong drive to improve the service they provide. They have clear plans for future development of the playgroup that are well-targeted to support children's achievements over time.

It is not yet outstanding because

- There is room to strengthen partnerships with other settings children attend so that there is an increased sharing of information about children's learning and a more consistent and complimentary approach to the support children receive.

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.

Inspection activities

- The inspector observed play and learning activities and spoke to children and staff in the indoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Nicola Jones

Full Report

Information about the setting

Parkway Playgroup was registered in 1992 on the Early Years Register. It is situated within Knoplaw Primary School in the Chapel House area of Newcastle Upon Tyne and is managed by a voluntary committee. The playgroup serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The playgroup employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one member of staff is working towards a qualification at level 3. The playgroup opens Monday to Friday term time only. Sessions are from 8.30am until 11.30am. Children attend for a variety of sessions. There are currently 19 children attending who are in the early years age group. The playgroup provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- reflect on and further develop ways to strengthen the relationship with other settings children attend so that there is a more effective method for sharing knowledge and understanding about children's learning and development.

Inspection judgements

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

Children are supported by staff who have very good knowledge of the Early Years Foundation Stage and effectively use this to plan challenging and enjoyable experiences for them. Each area of learning is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Staff provide a wide variety of toys, equipment and resources, in the indoor and outdoor areas, and children are encouraged to make independent choices from the selection available. As a result, children are enthusiastic, keen to learn and thoroughly enjoy the time they spend at the playgroup. They demonstrate this when they laugh and giggle with each other when staff show them how to dance to Irish music. Staff support children's learning very well as they play. They provide stimulating resources, which are accessible and open-ended so that they can be used, moved and combined in a variety of ways. For example, children's physical skills are developed when they use wheel barrows to transport artificial flowers around the room when playing in the role play garden. Staff praise children's efforts and encourage them to persist with activities when challenges occur. This supports children's motivation and helps them to learn through trial and error.

The quality of teaching is good. Staff have secure knowledge and understanding of how to promote the learning and development of young children. As a result, children make good progress and are effectively developing the key skills they need for the next steps in their learning. Children's language and literacy skills are enhanced when they share books in the reading area. They demonstrate knowledge of their favourite books by pointing to words and pretending to 'read' the story to their friends. For example, children use words such as 'but he was still hungry' when reading the popular story about a caterpillar. Staff extend early reading skills well when they discuss and model ways of finding out information from non-fiction texts. Good opportunities are provided for children to learn about words. All resources are clearly labelled and good use is made of available wall space to promote this further. Children are encouraged to recognise and write their own name. They self-register on arrival using their name card and are helped to write their name on pieces of work. Staff provide a wealth of opportunities, during adult-led and child-initiated activities, to develop children's mathematical skills. They ask questions such as 'I wonder how many legs there are on your 'bug'?' and 'Is the train track an oval or circular shape today?' As a result, children are able to count with accuracy up to 10 and use language to describe shapes.

Staff have high expectations of all children as they complete a range of good quality assessments which show the Development Matters in the Early Years Foundation Stage age-bands children are working within and this is tracked over time to demonstrate progress. Individual learning journal files are completed for all children. Parents have access to this information, which keeps them informed of their child's progress and they are actively encouraged to share information about their child's learning at home. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained. Parents spoken to on the day of inspection describe how much they value the opportunity to read their child's learning journal and make comments such as 'I am looking forward to reading the next instalment'. Learning and development is further extended when children take simple tasks home to complete. Parents thoroughly enjoy engaging with their children with 'homework' activities. This enables staff and parents to work together to draw up a clear picture of children's development.

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

A well-established key person system is in place and staff are skilled and sensitive in helping children form secure emotional attachments. Children settle very quickly and parents speak highly of care practices, which support children to develop confidence in new social situations. Children show they are happy and settled when they sit alongside staff on the mat and listen to stories. They form positive relationships with each other and increasingly show high levels of self-control during activities. Children's behaviour is good. This is because staff provide very good role models and make behavioural rules and expectations clear. For example, staff reinforce the importance of walking in the playgroup room to remain safe. Children are given further opportunities to learn about safe practices when staff support them to safely pierce holes in cardboard when making 'frog' masks.

The indoor environment is stimulating and all resources are accessible and of good quality.

The outdoor environment was not accessible on the day of inspection due to icy weather conditions. Daily risk assessments ensure the areas used by children are free from hazards and staff consistently give high priority to the safety of children. Evidence from children's learning journals and photographs show activities provided in the outdoor area have a positive impact on children's sense of well-being and enhance all aspects of children's development. All toys and equipment throughout the playgroup room are clearly labelled and stored effectively. Children develop independence as they are able to find and return what they need and attend to their own personal needs.

Staff skilfully support children when they transfer into Knoplaw Primary School. They make visits with their key person and become familiar with key members of staff and their new environment. Children attend taster days, access the large field and use the school hall to carry out small concerts and performances. As a result, children are well prepared for the next stages in their learning.

Staff give clear messages to children to ensure they are developing a good understanding of why it is important to have a healthy diet. A range of fresh, healthy foods are offered to children at snack time, including yoghurt, cheese and fruit. Staff provide imaginative ways for children to taste different foods. For example, after reading the popular story about a caterpillar, children visited the local fruit shop and bought a selection of fruit. On return to playgroup they made a fruit salad and ate it for their snack. Children's health and well-being is promoted in the outdoor area where daily opportunities are provided for children to explore, use their senses, and be physically active and exuberant.

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

Managers have a good understanding of the Statutory Framework for the Early Years Foundation Stage and use this well to support children in their learning. They ensure all planning and assessment systems are monitored effectively and have been adapted to reflect changes in the revised framework. Working alongside staff in the playgroup room allows them to gain first-hand knowledge about what is working well and address issues raised. Documentation for tracking children's progress is in place. The managers maintain an overview of this information so that individual children's strengths and weaknesses are effectively addressed.

Staff are well qualified, experienced and motivated, demonstrating an enthusiasm for their work with commitment to improving achievement for all children. Staff are well supported and benefit from comprehensive induction arrangements, regular supervision and appraisals. This helps them to identify their strengths and areas for further development. As a result, morale is high in the playgroup and staff are committed to improving and understanding their practice. Children's welfare and well-being is well promoted because there is a comprehensive awareness of safeguarding issues among the adults in the playgroup, all of whom receive regular training on safeguarding. Policies and procedures are implemented consistently to ensure all concerns are prioritised and dealt with effectively. Staff make effective use of up-to-date risk assessments to support them in ensuring the areas used by children are safe, and as a result, children display a good

awareness of safety.

Partnerships with parents and external agencies are well established and make a strong contribution to meeting children's needs. Parents use words such as 'an open door policy make it easy for me to share information about my child' when describing the relationship they have with staff. Information received from services such as speech and language therapy is well used to ensure children get the help and support they need. Parents are effectively signposted, when appropriate, to additional support through the local children's centre. Managers and staff have been proactive in their approach to sharing information with other schools and settings children attend. However, there is room to strengthen these partnerships so that there is a more effective shared knowledge about children that will support continuity in their learning and achievements.

Self-evaluation takes into account the views of staff, children and parents. Views are sought through regular meetings with staff and opportunities for parents to talk openly to staff or provide written comments on questionnaires. Children share their views with staff through group discussion time and are actively involved in the development of the playgroup. For example, the role-play area was re-located in the room following consultation with children and observation of their play. The managers and staff have a strong drive to improve the playgroup and have a clear and successful improvement plan that supports children's achievements over time. There are future plans to improve the programme for expressive arts and design in the outdoor area. The managers work well with the local authority and local Sure Start teacher which further enhances the self-evaluation process.

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	319266
Local authority	Newcastle
Inspection number	877039
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	20
Number of children on roll	19
Name of provider	Parkway Playgroup
Date of previous inspection	21/11/2008
Telephone number	0191 2674453

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Type of provision

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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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