

# Choppington Playgroup

Choppington Children's Centre, Eastgate, Scotland Gate, CHOPPINGTON, Northumberland, NE62 5RR

## Inspection date

Previous inspection date

25/03/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff promote all areas of children's learning exceedingly well, with a particular strong focus on the programme for communication and language.
- Children make outstanding progress as a result of staff awareness of individual needs and precise assessment and planning for all children.
- Children's needs are quickly identified, and exceptionally well met through the robust and effective partnerships between parents, the adjoining children's centre and external agencies.
- Listening to young children is firmly embedded within the playgroup and ensures children have superb opportunities to engage in decision-making processes.
- Children understand how to keep themselves safe as all staff consistently give the highest priority to the safety of children.
- The manager monitors all aspects of practice and is constantly striving for excellence. As a result, the playgroup team demonstrate exceptional practice which is worthy of dissemination to other settings.

## 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 carried out a tour of the premises.
- The inspector observed play and learning activities, and spoke to staff and children in the indoor and outdoor environments.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out an interview with the manager and looked at a range of policies and procedures.

## Inspector

Nicola Jones

## Full Report

### Information about the setting

Choppington Playgroup was re-registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It operates from within Choppington Children's Centre in the Choppington area of Northumberland. It is managed by Action for Children. 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, five hold appropriate early years qualifications at level 3. The manager holds Early Years Professional Status. The playgroup opens Monday to Friday, during term time only. Sessions are from 9.15am until 11.15am. Children attend for a variety of sessions. There are currently 16 children attending who are in the early years age group. The playgroup provides funded early education for two- and three-year-old children. It supports a number of 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:

- enhance opportunities for children to develop their early reading skills by providing a wider selection of non-fiction books in the book area.

## Inspection judgements

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

Staff have excellent understanding of the Statutory Framework for the Early Years Foundation Stage and use this very well to support children in their learning. They provide a wealth of toys, equipment and resources, in the indoor and outdoor areas and children make independent choices from the selection available. Staff are highly skilled and ensure each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. All staff respond exceptionally well to children's emerging needs and interests and guide their development through positive interaction. As a result, children thoroughly enjoy the time they spend at the playgroup and are excited and motivated to learn. For example, children laugh as they use tools outside in the mud and make tracks for their car to drive along. Staff support children's learning exceedingly well as they play. They sit alongside them on the carpet and ensure children have uninterrupted time to play and explore. Children are helped to recognise and understand the rules for being together with others, such as waiting for a turn. Consequently, children share toys, resources and equipment exceptionally well for their age. Staff are specific when they praise children, noting effort, such as how well they concentrate and solve problems. This means children enjoy achieving what they set out to

do and show satisfaction in meeting their own goals.

The quality of teaching is excellent. Staff have a superb understanding of how to promote the learning and development of young children and as a result, all children make outstanding progress in their learning. Children with special educational needs and/or disabilities are equally well supported and make rapid progress based on their starting points. This is because staff and other professionals meet their learning and development needs exceptionally well. Assessment is rigorous and all staff make accurate observations and plan for individual children's learning and development needs. Progress is tracked and staff are highly confident in identifying individual strengths and weaknesses. Children have individual learning journals which contain photographs, observations and examples of their work. All information is linked to the Development Matters in the Early Years Foundation Stage and clearly shows next steps in learning for each child. Parents complete a learning journal 'scrapbook' and this includes information about their child's interests and activities they have enjoyed at home. This ensures learning opportunities and next steps can be planned for the playgroup and the home. This builds on what parents know and already do with their child, and supports their confidence and knowledge in how to extend and strengthen the early home learning environment.

Children's language and literacy skills are given utmost priority and staff support them to expand on what they say, introducing and reinforcing the use of more complex sentences. For example, when children say, 'Look at my train', staff reply 'Yes I can see your train, I wonder where it is going?'. Staff ensure children have 'thinking time' and wait for them to think about what they want to say and put their thoughts into words. Staff have significantly enhanced their knowledge and skills in the development of early language acquisition through the 'Every Child A Talker' programme. This is firmly embedded within playgroup practice and supports children to make rapid improvement in their communication and language skills from their starting points, and effectively closes gaps in achievement. Children are supported in acquiring early reading skills. The environment is rich in print and children learn about words by looking at names, signs and posters. They enjoy sharing story books and use puppets and soft toys as props in the attractive reading area. However, there is scope to enhance children's reading skills even further by extending the range of non-fiction books available to browse and find information from.

Staff provide highly effective opportunities during child-initiated activities to develop children's awareness of early number and counting. For example, they count the number of handprints on paintings and use everyday play activities, such as trains and cars to count objects. Children are provided with rich, varied and imaginative experiences to develop their physical skills. In the indoor environment, children enjoy the sensory experience of making their own Easter cards using feathers and glue and begin to balance blocks to build small towers. In the outdoor environment, children jump on top of large tyres, use chalks to develop early writing skills and create their own structures using milk crates. As a result, children are exceptionally well prepared for the next steps in their learning.

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

Staff demonstrate excellent care practices which ensure all children, especially very young children and those in need of additional support, make secure emotional attachments. Children settle very quickly and staff are highly skilled when comforting those who become upset when their parents leave. Children show they are happy and settled when they hold the hand of their key person until they are ready to explore their environment independently. Parents describe how well staff support their children's individual needs when helping them to settle. They talk about how they are welcome to spend time in the playgroup until their child is happy for them to leave. Highly effective settling-in procedures are in place and children make a number of visits, based on their individual needs, before staying for the whole session. Children are equally well supported when they transfer into local schools. They make visits with their key person and become familiar with key members of staff and their new environment. Staff prepare detailed transition reports to ensure there is continuity in children's learning, development and welfare needs. This helps to improve communication and co-ordination between professionals, practitioners and families, especially when children have an identified condition, disability or impairment.

The manager and her staff team consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe. Children show exceptional awareness of safety for their age and demonstrate safe practices as they play. For example, they carefully manoeuvre their trains and take care not to collide them into furniture and other children's toys as they push them along the floor. All staff provide clear guidance for children about what is acceptable behaviour. They ensure children have opportunities to identify and discuss boundaries, so that they understand why they are there and what they are intended to achieve. The rationale of rules and expectations are shared with parents to maintain a joint approach and as a result, children's behaviour is excellent.

Staff give consistently clear messages to children to ensure they are developing a excellent 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 cheese, fruit, breadsticks and home-made dips. Children demonstrate superb independent skills for their age when they use jugs to pour their own milk and select their own food from the selection available. Independence is further promoted when children access the bathroom and wash their hands, placing paper towels in the bin, unaided, after use. The environment, both indoors and outdoors, is organised effectively and resources are well labelled to ensure children are able to find and return what they need. Children's health and well-being is exceptionally well promoted in the outdoor area where daily opportunities are provided for children to explore, use their senses and be physically active and exuberant. All-weather suits and wellington boots are provided and children show great excitement about being outdoors in all weathers. For example, they run in from the outdoor area and say 'It's freezing out there', before running back out again and carrying on their play.

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

The manager and her team of well-qualified, experienced and highly motivated staff demonstrate an enthusiasm for their work with a clear commitment to improving achievement for all children. As a result, morale is very high and belief in the playgroup's success runs through all staff. Staff have an excellent understanding of the learning and development requirements. The manager monitors the quality of educational programmes exceptionally well through regular observation of practice and ongoing discussions with staff and other professionals working closely with children. Observation, assessment and planning documentation is monitored to make sure it is consistent, precise and displays an accurate understanding of all children's skills, abilities and progress. The manager maintains a highly comprehensive overview of progress tracking documentation. This ensures children's needs are quickly identified and exceptionally well met through excellent partnerships between the playgroup, parents, external agencies and the adjoining children's centre.

Children's welfare and well-being is exceptionally 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. Robust 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 an excellent awareness of safety.

High quality professional supervision is provided, based on consistent and sharply focussed evaluations of the impact of staff's practice. This ensures staff are well supported and benefit from an effective programme of professional development arising from individual staff needs. As a result, staff are constantly improving and understanding their practice. Self-evaluation is excellent and is extremely well focussed on achieving and sustaining high quality outcomes for children. The staff team, parents, children and local authority advisors are involved in the process. Actions taken by the playgroup are implemented with precision and managed thoroughly. For example, following the interests of children, a planting area was developed in the outdoor area. Listening to young children is firmly embedded within the playgroup and ensures children have superb opportunities to engage in decision-making processes. The playgroup is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. There are well-established channels of communication with special educational needs support services, Choppington Children's Centre and the local first school. This ensures children receive high levels of support at an early stage which successfully promotes their learning, development and welfare.

### **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

<b>Unique reference number</b>	EY452369
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	883595
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Action for Children
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01670829809

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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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