

Bright Minds @ Dinnington

Dinnington Village Hall, Dinnington, NEWCASTLE UPON TYNE, NE13 7LZ

Inspection date

Previous inspection date

27/03/2013

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

- Children make good progress in their learning, as the manager and staff team have an awareness of each child's individual needs and a good understanding of how children learn.
- The manager and staff provide a warm and welcoming environment where children settle, enjoy themselves and develop close relationships with their peers and adults working with them.
- Children enjoy exploring and discovering new things, as staff provide interesting and challenging activities and experiences in the indoor and outdoor areas.
- The manager demonstrates a strong drive to improve the playgroup. She has clear plans for the future development of the setting that are well-targeted to support children's achievements over time.

It is not yet outstanding because

- Opportunities for children to develop their communication skills and respond in sentences are not fully developed as staff do not always make good use of open-ended questions.
- Children's independent skills are not always fully promoted as they are not always given opportunities to pour their own drinks and serve their own food.

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 and outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents and carers 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

Bright Minds @ Dinnington was registered in 2012 on the Early Years Register. It operates from within Dinnington Village Hall in the Dinnington area of Newcastle Upon Tyne. It is managed by an individual. 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 three members of childcare staff. Of these, the manager holds an appropriate qualification at level 6 and two members of staff hold qualifications at level 3 and higher. The playgroup opens Wednesday to Friday, term time only. Sessions are from 11.45am until 2.45pm on a Wednesday, and 8.45am until 11.45am and 12.15pm until 2.45pm on a Thursday and Friday. Children attend for a variety of sessions. There are currently eight children attending who are in the early years age group. The playgroup provides funded early education for three- and four-year-old children. It supports children with special educational 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 the programme for communication and language further by extending the use of open-ended questions and using more statements with children as they play
- develop children's independence further by allowing them to pour their own drinks and serve food.

Inspection judgements

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

Children are very well-supported in almost all aspects of their learning and development. Staff provide activities and experiences covering all areas of learning, both indoors and outdoors. A balance of adult-led and child-initiated experiences is provided and children are encouraged to make independent choices from the wide selection of toys, equipment and resources available. As a result, children thoroughly enjoy the time they spend at the playgroup and are excited and motivated to learn. For example, they squeal with excitement when they look at and handle the snails they are caring for in the playgroup room. Staff support children's learning generally well as they play. They sit alongside them on the floor and make comments, such as, 'I am going to build a big tower'. This

encourages children to talk and effectively develops their expressive language skills. However, opportunities to develop communication skills further are not always developed, as staff occasionally ask too many closed questions when they support children's play. Children with identified speech, language and communication needs are well supported. This is because staff make good use of advice and implement strategies from speech and language therapy services. As a result, children with additional needs are progressing well towards the early learning goals, given their starting points.

The quality of teaching is good. Staff have a secure understanding of how to promote the learning and development of young children. As a result, they make good progress and effectively develop the key skills they need for the next steps in their learning. Children develop awareness of early numbers and counting, as staff make good use of everyday activities to count objects. For example, children count beyond 10 when playing with dinosaurs and count the number of cups required for each child at snack time. Mathematical skills are further developed during group time, when children sing rhymes and songs involving counting. Children are provided with opportunities to observe things closely and have access to equipment, such as, magnifiers. For example, they look closely at snails and watch intently as they wait for them to emerge from their shell. As a result, children become deeply involved when presented with something new and unusual for them to explore. Children are provided with a wide range of experiences to develop their physical skills. In the indoor environment, children balance blocks to build small towers, show control in holding and using pencils for writing and negotiate spaces successfully when using bikes and scooters. In the outdoor environment, children run around freely collecting leaves, join in with group ring games and enjoy making marks with chalks, water and paint brushes.

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. Children have individual learning journey books containing information collected from parents on entry to the setting, examples of children's work, observations and photographs, as evidence of learning. 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.

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

The key person system at the playgroup is effective and parents and carers spoken to during the inspection, confirm that they work effectively to support children's needs. Children develop close attachments to their key person and demonstrate this when they enjoy frequent cuddles throughout the session. As a result, children are happy and enjoy what they are doing at playgroup. A stimulating, well-resourced and welcoming environment is provided which supports children's all-round development and emotional well-being. Children develop independence as they are able to find and return what they need. Staff encourage all children to manage their own hygiene and acknowledge and

encourage their efforts to manage their personal needs. However, opportunities to further enhance children's independence are missed when they are not provided with opportunities to serve their own food and pour their own drinks.

Staff are positive role models and behaviour expected of children is modelled by them. As a result, behaviour in the playgroup is good and minor disagreements are sensitively managed. Frequent verbal encouragement also promotes children's self-esteem and confidence. Throughout the playgroup, relationships between both staff and children are good. This promotes a relaxed and happy environment which enables children to feel cherished and secure. They show respect for one another, observe space boundaries and begin to understand safety through the various activities and routines on offer throughout the session. For example, children independently use verbal signals, such as, 'stop' and 'go' to avoid colliding into others when riding bikes, cars and scooters. All staff consistently give the highest priority to safety of children and, as a result, children know and understand how to keep themselves safe in playgroup.

Children are offered healthy snacks which are freshly prepared on-site each day. Drinking water and milk is available to them. Staff sit alongside children when they eat and good manners are encouraged. Children's health and well-being is promoted well in the outdoor area where daily opportunities are provided for children to explore, use their senses, and be physically active and exuberant. Staff show great enthusiasm and encourage children to enjoy energetic play by organising lively games. Wellington boots are provided and children show much excitement about being outdoors in all weathers. The manager has plans for the future development of this area which aim to further promote children's learning and development.

Effective settling-in arrangements are in place and both children and parents are well-prepared when children join the playgroup. A wide range of good quality information is shared to ensure individual routines and needs are well met. Although the playgroup has been open for a relatively short period of time, contact has been made with Dinnington First School to support children's transitions, when the time comes. There are plans for children to make visits to the school to become familiar with their teachers and new environment. In addition, representatives from school have contacted the playgroup to organise visits where they can meet the children and share information regarding their learning, development and welfare.

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

The manager has secure knowledge of the Early Years Foundation Stage and uses this well to support the staff team. She spends time working in the playgroup room where first-hand knowledge is gained about what is working well and address any issues raised. Observation, assessment and planning documentation is monitored effectively to make sure it is consistent, precise, and displays an accurate understanding of all children's skills, abilities and progress. Documentation for tracking children's progress is in place. The manager maintains an overview of this information so that individual children with

identified needs are targeted. As a result, appropriate support and intervention is sought and gaps in achievement are closing. Performance management is well-organised within the nursery and staff training needs are identified through regular supervision and appraisals.

Children are safeguarded because the manager and staff have clear policies and procedures embedded within their practice. Effective recruitment and vetting procedures are in place. As a result of comprehensive induction procedures, staff and volunteers are fully aware of their roles and responsibilities in keeping children safe. Systems are in place to ensure all areas used by children are safe and ,as a result, children display a very good awareness of safety. Children are safeguarded further because all areas accessed are safe and secure at all times.

Self-evaluation is good and is well-focussed on achieving and sustaining high quality outcomes for children. The staff team, parents, children and local authority Sure Start teachers are involved in the process. Views are sought through regular meetings and one-to-one conversations with staff and children have opportunities to share their opinions through discussion and circle time. Effective use is made of parent's open mornings and questionnaires to seek their views. Actions taken by the playgroup are implemented with precision and managed thoroughly. For example, changes were made to the operational hours of the playgroup as a result of written comments from parents. 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. For example, there are plans to extend the outdoor area to enable children to have free-flow access throughout the playgroup session. This aims to provide additional time and space for children to enjoy energetic play on a daily basis.

Partnerships with parents and carers are a clear strength of the playgroup. Words, such as, 'brilliant' are used to describe the care and support the playgroup provides to children and their families. Parents are happy with the information provided about their child and provide regular feedback to staff, both verbal and written. The manager and staff are committed to working in partnerships with other providers and there are clear plans in place for when children make the transition into school. The playgroup works well with other agencies, such as, speech and language therapy services and other health professionals, this ensures appropriate interventions are secured for children and they receive the support they need.

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	EY455532
Local authority	Newcastle
Inspection number	887858
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	8
Name of provider	Sarah Anne Gaish
Date of previous inspection	not applicable
Telephone number	07738 061 130

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

