

Burnside Playgroup

Northumbrian Rd, CRAMLINGTON, Northumberland, NE23 3ST

Inspection date

22/05/2013

Previous inspection date

11/12/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy, they feel safe and secure and have warm relationships with the caring, attentive staff. This means that children's individual care and emotional needs are well met.
- Staff work well with parents. They welcome them warmly, keep them up-dated and share information regularly. This means that partnerships are good to provide continuity and consistency for children.
- Children's speaking and listening skills are developing well as they are given plenty of stimulating opportunities to join in with songs, listen to stories and chat with staff about meaningful events.

It is not yet good because

- Planning is not fully matched to the individual learning needs of each child, or groups of children, to ensure that activities provide sufficient challenge.
- Supervision and appraisal is not in place to help staff continue to improve their personal development and to provide a regular avenue so that they can discuss children's achievements.
- Observations are not analysed effectively to help staff track children's progress, to assess if they are showing typical development for their age.
- Self-evaluation is not fully established to include the views of parents, staff and children or to identify clear targets to show how the playgroup will continually improve.

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 activities and routines in the playroom and outdoor area and spoke to children, staff and some parents.
- The inspector held a separate meeting with the manager.
- The inspector viewed a sample of children's records, policies and other documents.

Inspector

Shirley Peart

Full Report

Information about the setting

Burnside Playgroup was registered in 2009 on the Early Years Register, although it has been established for over 20 years. It is based within Burnside Primary School in Cramlington, Northumberland and is managed by a voluntary committee. The playgroup serves the local area and is accessible to all children. It operates from one main room and the children use the school's enclosed yard and field for outdoor play.

The playgroup employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one holds a qualification at level 2 and one is unqualified. The playgroup opens Monday to Friday from 9am to 11am and from 1pm until 3pm on Monday and Wednesday, term time only. Children attend for a variety of sessions. There are currently 37 children attending.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the programme of activities further so that these provide sufficient challenge, by ensuring that planning is fully matched to the individual learning needs and interests of each child
- put appropriate arrangements in place for the supervision and appraisal of staff, to ensure that they receive coaching and training in a timely manner to fully support their continued professional development.

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

- assess children's progress further by making use of guidance such as 'Development Matters in the Early Years Foundation Stage,' to make best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or ahead for their age
- maintain a clear focus for self-evaluation to fully include the views of parents, staff and children, to target improvements to raise the overall quality of the group.

Inspection judgements

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

Staff provide an appropriate range of adult-led and child-initiated activities that keep children occupied, happy and engaged in play. These cover the educational programmes and provide interesting activities to ensure that children make suitable progress. However, planning is based around themes and is not always sufficiently flexible to respond to children's ever changing interests. As a result, planning does not consistently strengthen and deepen each child's current learning and development. Children clearly enjoy their time in the group. For example, children love to play with their friends and sit in the tents, they take their handbags into the tent, chat with each other and pretend to go shopping. They like to be outdoors and enjoy the singing sessions, which promote their confidence well. For example, children shout enthusiastically; 'The sausages go bang!' as they join in eagerly with familiar songs.

Staff generally support children well. They provide one-to-one attention where needed, join in with conversations and ask children questions as they chat with them about their families. Children therefore make statements and giggle with staff as they state, 'My grandma nearly took me home instead of leaving me here.' This shows that they are self-assured and use language as a means of communication as they recall significant events. Staff encourage children in their overall learning appropriately. For example, during outdoor play they support children's emerging knowledge about numbers and shape. They ask children if they can find particular numbers, encourage children to count in context and follow patterns. They also encourage them to hop and jump 'like bunnies.' This supports children's mathematical knowledge, physical development and coordination appropriately, which helps to prepare them for the next stage in their learning, such as nursery school.

Staff assess children's learning based around their general achievements rather than from their starting points; for example, statements are recorded on each child regarding what they can do, such as being able to share, take turns, listen, draw a circle or use a computer. However, this is not consistently rigorous as children's progress is not clearly matched against the seven areas of learning towards the early learning goals. The manager and staff are not familiar with guidance, such as 'Development Matters in the Early Years Foundation Stage.' This makes it difficult for them to make best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay, or ahead for their age.

As the staff know the children well, they complete a suitable written summary of their key children's overall development in the prime areas of learning before they move up to another setting, such as nursery. Generally, this is carried out prior to the child's third birthday depending on when children start in the group and how long they have been attending. This is shared and discussed with parents, which ensures that they are kept informed about their child's progress. Termly coffee mornings ensure that parents have sufficient opportunities to come into the group and discuss their children's learning and development. Children have a chance to take home the two playgroup teddy bears. This

means that they take these with them on holidays or keep them at home for the weekend. Parents fill in a diary and add photographs and captions about what they have done and where they have been with the bears. Children then have appropriate opportunities to talk with staff about this, which promotes their language development well. This also helps staff to gauge an understanding of what children like to do at home and involves parents in the life of the nursery.

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

The environment is reasonably well set out to ensure that children easily access their toys and activities. They move around safely as the room is appropriately organised into areas. Therefore, children make independent decisions as they choose to draw, complete jigsaws or sit quietly with staff and listen to stories. Staff also get other equipment out when children ask for it, such as the fire engine tent. Children love to be outside, they run around in the fresh air and have lots of fun. They clearly enjoy trying to follow the pre-printed patterns and squiggly lines on the school yard. They successfully jump in different ways to land on shapes, make good attempts to hop on the numbers for a 'hop-scotch' game and stretch their legs wide when they try and reach the footsteps. This promotes their well-being and good health very well. Children's independence is enhanced appropriately as they make good attempts to put on their coats before outdoor play. They are beginning to recognise their own care needs as they indicate to staff when they need to use the bathroom. Children enjoy healthy snacks, are given regular drinks and practise fire drills. They know to line up carefully at the door before outdoor play and walk carefully down to the yard. The staff plan activities, around healthy eating and fitness; for example, by inviting in a dentist and doing obstacle courses outside. These activities and routines help children to gain further knowledge and understanding of how to stay safe, fit and healthy.

Behaviour management is good. When children forget behaviour boundaries staff gently remind them of what is acceptable and what is not. They intervene appropriately and encourage children to do something kind, such as retrieving a toy for an upset child. This means that they learn to understand how to cope effectively with their frustrations. Staff also offer lots of meaningful praise, which raises children's self-esteem very well. Children are confident and happy and some are beginning to form close friendships, which shows they are developing appropriate social skills as they play and cooperate with others.

Settling-in periods are flexible to meet the individual needs of children and parents. Parents are invited in for short sessions and a key person is assigned to each child. This ensures a smooth transition period from home to the playgroup. Children have formed strong bonds and secure emotional attachments. For example, when the routines and room are different, because of the photographer, staff offer lots of verbal reassurance and cuddles when children try to cope with change. They use distraction and read children familiar stories so that they become more settled and content. This means that children's emotional needs are very well met.

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

The manager and staff have not attended any training on the revised Statutory Framework for the Early Years Foundation Stage and they receive no support or guidance from local authority advisors. They have a reasonable understanding of how to implement the learning and development requirements into practice and they have made some changes to reflect current requirements. However, the programme of activities can lack challenge as planning is not fully matched to the individual learning needs and interests of each child. In addition, observations of children's achievements are not monitored effectively to identify whether there are any gaps in children's learning.

The manager is confident in dealing with any safeguarding issues. She follows procedures and takes the lead in any child protection matters. This means that any concerns about a child's welfare are dealt with effectively. The room is small, therefore, areas are easily visible, which means that staff monitor children closely. Children are supervised well; for example, when they walk down to the yard or field and they are supported when using the bathrooms, which means that children remain safe.

The actions and recommendations from the last inspection have mainly been addressed. This has enhanced some of the activities and equipment for children, so that they can learn about differences and they have regular outdoor play to promote their health and well-being. Their safety and hygiene is enhanced as children follow regular routines for hand-washing and enjoy healthy snacks. Policies have also been reviewed to further promote safeguarding. This means that the manager acts on relevant feedback from inspections to make improvements. At the last inspection it was also recommended that they consider using the Ofsted self-evaluation form to help them reflect on and evaluate the provision. The manager has not yet embarked on a robust, clear system for this to fully include the views of parents, staff and children. Consequently, there is a lack of clear focus and rigor in self-evaluation to identify priorities for future improvement. This means that it is not clear how the playgroup will continue to improve to raise the overall quality and standards of the group.

The small, friendly staff team are competent in their approach towards parents and children and they work very well together. The majority of the staff have been in post for a number of years. The newest staff member has been recruited using robust, clear systems and an appropriate induction procedure is in place. The manager has a clear presence in the group as she works with the staff and children at every session. This means that they provide a warm, welcoming atmosphere to promote children's individual needs well. However, there are no regular supervision sessions or appraisal meetings. This means that children's achievements, personal issues and staff's individual training needs are not discussed in a timely manner to ensure that staff receive the support they need for their continued professional development.

Very friendly relationships are in place with parents and carers, which is a key strength of the group. At their initial visits, parents are informed that they can come in at any time to

chat with their child's key person or the manager. The staff have received an abundance of thank you cards and parents are very happy with service. One thing they like is the fact they receive personalised information regarding what their children have been doing and they feel that their children are treated as individuals and very well cared for. They also state that staff are 'approachable and friendly' and that this is a 'lovely group.' Staff work very well with the school nursery staff and other professionals. For example, they work hard to support parents and children who may need extra support and regularly invite teachers from the setting that children are moving onto. They share a written summary on children's development in the prime areas of learning before they move on to the next setting. This demonstrates that good communication is in place to support children's continuous learning and achievements.

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	EY396148
Local authority	Northumberland
Inspection number	821923
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	16
Number of children on roll	37
Name of provider	Burnside Playgroup Committee
Date of previous inspection	11/12/2009
Telephone number	07834392514

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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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