

# St. Edward's Playgroup at Coquet Park First School

Coquet Park First School, The Links, Whitley Bay, Tyne and Wear, NE26 1TQ

<b>Inspection date</b>	16/09/2013
Previous inspection date	03/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 behaviour is good and they play happily together. This is because the staff are good role models and use consistent and clear boundaries to help children to understand and follow the positive rules at the playgroup.
- Children are happy, settled and motivated to learn, which is due to the welcoming environment and well-skilled staff.
- Staff demonstrate a sound understanding of safeguarding. The implementation of policies and procedures successfully promotes children's safety and well-being.
- Children make good progress in their learning and development. This is enhanced by staff, who are enthusiastic and provide a wide range of activities and experiences, which build upon children's interests and abilities.

### It is not yet outstanding because

- Opportunities are sometimes missed to provide meaningful writing experiences for children across all areas of learning to develop their early literacy skills.
- Children do not currently have the ability to choose to play and learn outdoors whenever they wish throughout the day because staff often limit outdoor play to planned times.

## **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 toured the pre-school, including the main rooms, sports hall and outdoor environment.
- The inspector held a meeting with the manager and spoke with staff at appropriate times throughout the inspection.
- The inspector met with parents.
- The inspector looked at children's assessment records and planning documentation and a selection of policies, documentation and staff and children's records.

## **Inspector**

Melanie Vincent

## Full Report

### Information about the setting

St. Edward's Playgroup at Coquet Park First School is registered on the Early Years Register. Established in 2005, it has charitable status and is managed by committee. It operates from two rooms and the sports hall of Coquet Park First School.

The playgroup is open from 9am to 12 noon each weekday during term time. There are currently 37 children on roll. The playgroup supports children with special educational needs and/or disabilities.

There are five members of staff, including the manager, who works directly with the children. All hold appropriate childcare qualifications at level 3. The playgroup receives support from the Pre-school Learning Alliance organised by the local authority.

### What the setting needs to do to improve further

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

- extend opportunities for writing in all areas of learning both indoors and outdoors to further develop early literacy skills, for example, by providing clipboards and range of mark-marking materials
- increase the opportunities for children to choose to play and learn in the outdoor environment, for example, by consistently providing access to the outdoors throughout the day.

## Inspection judgements

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

Practice is good because staff have a good knowledge of the Statutory framework for the Early Years Foundation Stage. Educational programmes are varied and interesting and are used effectively to support children in their learning and development. They provide a wide variety of toys, equipment and resources and children are encouraged to make independent choices from the selection available. Each area of learning and development is implemented through planned, purposeful play. As a result, children are excited and motivated to learn. For example, they show delight and are pleased with their achievements.

Staff have high expectations of children and consequently, planned activities are well

suited to their individual needs and interests. This is due to staff knowing them well by observations, assessment of progress and taking note of their individual interests. A balance of adult-led and child-initiated activities are offered and children are well supported by adults in their learning. For example, they provide a commentary on children's play and extend learning by asking open-ended questions. Counting is part of everyday activities, such as snack time and when building with blocks. In this way, children develop a good understanding of numbers and problem solving.

Children's communication skills are fostered well through play; they are confident to share their views about the activities they enjoy. They engage purposefully with adults, who encourage and value their contributions. Children's reading skills are promoted well in the playgroup and they have access to a wide range of books. They enjoy sitting with staff and their peers to listen to stories, learning how to turn the pages correctly, name objects in the story and point to pictures that interest them. However, opportunities for writing across all areas of learning are sometimes missed.

Children are provided with a broad range of experiences to develop their physical skills. In the indoor environment, children can enjoy building a tower, joining construction pieces and painting and playing with dough. Outside, children use pedal bikes and avoid obstacles. As a result, children effectively develop the key skills they need for the next steps in their learning, including those required when they attend school.

Baseline assessment occurs for each child after a settling-in period. Each child has their own learning journey, which is regularly updated by the child's key person, linked to appropriate milestones demonstrating, which age-bands children are working within. This ensures that progress is evaluated and matched to the Statutory framework for the Early Years Foundation Stage, in order to identify the next steps in learning, consequently, children make good progress. Parents have access to their child's learning journey and are encouraged to be involved in their child's learning through daily conversations with staff.

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

Children enjoy the time they spend at playgroup. They are provided with a warm, welcoming and stimulating environment where staff support them to feel secure, at ease and develop confidence. Children play in a spacious environment and have access to a variety of suitable resources and a good range of resources and natural materials. This supports their play and learning well. They develop independence as they freely choose from a range of appropriate toys and activities.

Children come into playgroup readily and happily as parents and children are welcomed nicely. Robust transition arrangements are in place, which are individualised to each child's needs. Consequently, they are well supported during transition periods. Settling-in periods are flexible to meet children's and parents' individual needs. This is because staff use effective ways to help young children cope with transition from home to playgroup. Children are effectively supported moving from playgroup to school nursery through accompanied visits meaning that they are well prepared for the next stage in their learning.

The key person system at the playgroup is well established to support children's needs. As a consequence, children develop close attachments to their key person. For example, children seek cuddles and reassurance and as a result, they are happy and enjoy their time at playgroup. The key person approach is well embedded, with each child and parent knowing who their key person is. Key persons have a good understanding of the children in their care and each child's characteristics of learning.

Children enjoy playing, exploring and using their imaginations together. A stimulating, well-resourced and welcoming environment is provided, which is well organised, structured and clearly labelled. This supports children's all round development and emotional well-being. Children are well supported by adults by providing verbal praise and encouragement for their efforts, thus, developing the confidence of children. The behaviour of children is good due to the calm environment and positive role modelling of staff. Children have learned how to cooperate and share with other children through thoughtful support and interventions from staff.

All children benefit from daily sessions outdoors, although, they do not consistently have continuous access to this area to make their own choices about where they play and learn best. They manoeuvre their bikes and ride on toys well, learning how to negotiate space while developing their physical skills. Healthy snacks, such as fruit, vegetables are provided every morning, although, children could be encouraged to become more independent by serving themselves, making choices and pouring their own drinks. They are aware of the rules of hygiene and able to manage their own personal needs. For example, children wash their hands after using the toilet and before meals, which promotes their good health.

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

The manager in the playgroup shows a sound understanding of her responsibilities of how to meet the requirements of the Statutory framework for the Early Years Foundation Stage. She works in the playgroup where first-hand knowledge is gained about what is working well. There are sound systems in place for observations and assessments, in order that staff can monitor children's progress.

A high emphasis is placed upon safeguarding, ensuring the children remain safe throughout their time in playgroup. The manager makes sure all staff working in the setting are fully aware of their responsibilities. There are appropriate procedures for recruitment, vetting and inductions of all staff working with children. All staff have attended safeguarding and first aid training. Staff clearly understand the policies and procedures, recognising the safety of children is of paramount importance.

The team are keen to develop their provision. They have weekly meetings to evaluate and monitor their practice and help drive future improvements. This is supported by the local authority advisor. Staff attend appropriate mandatory training to develop their skills and knowledge and appraisal and performance management systems are in place to ensure

staff are given opportunities to develop their practice in all areas.

Partnership with parents is good and they speak highly of the playgroup: comments include that 'My child makes excellent progress', 'Staff are friendly and welcoming' and 'Playgroup has helped prepare my child for school well'. Daily verbal feedback is given to parents, which ensures that they are fully informed about their day. Parents have regular newsletters to ensure that they are kept informed about what is happening in the playgroup and the activities that are provided. There is a notice board, which provides additional information regarding current themes and targets. The manager and staff are committed to working in partnership with other agencies, such as the local authority advisor and health services. There are also clear plans for transition activities into school and partnership with the school is well established. This supports the children to be prepared to move onto school nursery with confidence.

## 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>	EY304680
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	861851
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	37
<b>Name of provider</b>	St. Edward's Playgroup at Coquet Park First School Committee
<b>Date of previous inspection</b>	03/03/2009
<b>Telephone number</b>	0191 2008708

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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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