

# Manor Road Community Playgroup

Church Hall (Holy Saviours), Manor Road, TYNEMOUTH, Tyne and Wear, NE30 4RH

<b>Inspection date</b>	13/11/2013
Previous inspection date	06/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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		2
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- An effective key person system is in place, which means that the children benefit from being nurtured and supported emotionally, they therefore settle very well.
- The promotion of communication and language is good as staff interact well and use sound teaching methods. Consequently, children are eager to explore and are able to confidently communicate their discoveries with staff.
- The staff are very good role models for behaviour management. Children are well behaved, supported to share and take turns and they care for the playgroup environment and each other.

### It is not yet good because

- The 'all about me' book is not consistently completed by parents before children start attending the playgroup, so staff do not always have a complete picture of the child when they start to attend.
- Inconsistencies in documenting observation, planning and assessment, results in some children's starting points not being used to plan appropriate play and learning opportunities.
- Adult-led group activities are not always planned appropriately to ensure children have first-hand experiences to explore and discover.

## **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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed play and learning activities and spoke to staff and children in the indoor and outdoor environments.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a selection of children's learning journals and progress tracking information.
- The inspector carried out a discussion with the manager and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## **Inspector**

Pamela Nield

## Full report

### Information about the setting

The Manor Road Community Playgroup was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the hall in Holy Saviours Church, Tynemouth, and is managed by an individual. The playgroup serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The playgroup employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and 3. There are no members of staff holding Early Years Professional Status or Qualified Teacher Status. The setting opens Monday to Thursday term time only. Sessions are from 9am until 11.40am. There are currently 32 children attending who are in the early years age group. The playgroup does not provide funded early education for two-, three- or four-year-old children.

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

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

- gather information about children's starting points and use this to shape learning experiences based upon children's next steps.

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

- increase the availability of information technology resources for children to explore and develop their interest in wind up or mechanical toys
- monitor the impact of adult-led group activities to ensure they are planned effectively to enable to children to learn new concepts and skills and thereby maximise the impact of direct teaching upon all children's knowledge and understanding.

## Inspection judgements

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

Staff have a sound understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They provide a welcoming, clean, well-maintained environment for children to learn in. A variety of resources are

made available to for children to explore and play, such as jigsaw puzzles, small world activities, stickle bricks, construction toys and mark-making resources. However, there is a lack of natural resources and information technology equipment to support children's learning and explorations of cause and effect. Also because staff have to set out and pack away the environment, staff choose which resources are made available. The planning system currently in place means that toys are selected on a four week rolling programme. This lack of continuous provision is limiting children's choices and opportunities to learn through repetition.

Nevertheless, staff support young children's speaking and understanding very well. They use a mix of strategies, such as repeating what children say. They repeat words back to children using the correct pronunciation, rather than correcting a child's mistake. As a result, children enjoy communicating and exploring words and sounds. Children are able to choose where they want to play, what they want to play with and who they play alongside or with. Staff praise children and support their explorations with skilful questioning and timely intervention. Therefore, children show a developing confidence and are able to make choices and decisions about their play. This means that they are acquiring some of the necessary skills needed to prepare for moving onto the next stage of their learning and school.

Staff are deployed well and move around between groups to respond to children's interests and needs. This means that children's play and explorations are well supported. As a result, children become deeply engaged in their play and maintain their interest and level of concentration. Staff, on the whole understand how to support young children's learning and development. However the adult-planned, large group activities do not always enable to children to learn new concepts and skills as the group is too large and children are unable to maintain their interest.

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

Children's well-being is good as an effective key person system is in place which enables children to develop very secure relationships with staff very quickly. The majority of children present at the time of the inspection are new starters. However, children are calm and happy and the children move around and explore freely. Discussion with staff identifies that children are helped to settle through staff giving lots of encouragement and praise. Staff position themselves on the floor which ensures their interactions with children are effective. For example, staff give lots of eye contact, cuddles, smiles, praise and encouragement. Therefore, children are supported emotionally to be secure, happy and confident all signs of a successful transition from home. Parents share appropriate information 'All About Me' with the playgroup staff. This provides useful information to the key person about their child including who is in their family, their likes and dislikes as well as any information about health needs or allergies. However, information about their likes, dislikes and fears is not consistently shared before the children start and this impedes the transition process.

The well-established staff team know the routines and understand their roles and responsibilities. This results in a flow to the session where children moved seamlessly into snack time without having to wait around. The routine is embedded which helps children to predict what is coming next. For example, a child states, 'I'm going to have a snack now'. The variety of food provided at snack time is healthy. For example, children are offered milk or water to drink and apple. Staff are good role models and children behave well in the playgroup they are encouraged to develop friendly behaviour such as sharing, taking turns and caring for each other. Staff respond well and calmly to unwanted behaviour and speak gently to children. Language to describe feelings is used effectively by staff, thus children are being taught to recognise and understand their feelings.

Children are provided with daily opportunities to develop their physical skills and enjoy energetic play outdoors. They have access to a large, well maintained, enclosed play space with a grassed area and safety surface. Children move around freely, throwing, kicking, bouncing and catching large balls. There are pots submerged in the decking area in which the children plant and grow fruit and vegetables which they prepare and eat.

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

The manager is an effective practitioner. She works alongside the staff with the children and has key person responsibilities herself. The staff team is well established and they clearly enjoy working with children. The manager carried out a joint observation and her evaluation of the activity was accurate and the suggestions she made for improvement were appropriate. However, monitoring of the educational programmes is not embedded, which results in a lack of thoroughness with regard to ensuring all aspects of each area of learning are fully covered. For example, there are no information technology resources available to the children on the day of the inspection. Through discussion, the manager competently identified areas for improvement for the playgroup and professional development priorities for the staff.

The manager and her staff fully understand their responsibility for safeguarding children and have effective policies and procedures in place to ensure children are kept safe at all times. The setting displays the Ofsted poster with correct information about how to make a complaint. Risk assessments are thorough which results in risks being consistently well managed by staff.

Parents speak highly of the positive relationship they have developed with the staff. They describe how they speak to staff each day about their children's care and well-being. Even though their children have only been attending the playgroup for a very short amount of time, the parents feel that they are being supported very effectively with the settling-in process. One parent in particular said she felt put 'at ease' as her child runs and cuddles the staff before she leaves to go home.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	310240
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	864955
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Manor Road Community Playgroup Committee
<b>Date of previous inspection</b>	06/10/2009
<b>Telephone number</b>	07854 222597

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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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