

# Tyneview Play Group

Tyneview Primary School, Winslow Place, NEWCASTLE UPON TYNE, NE6 3QP

## Inspection date

25/11/2013

Previous inspection date

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 are effectively safeguarded. All staff are well informed about child protection issues and the premises are safe. The management team ensure that all staff fully understand how to keep children safe and follow all necessary guidelines.
- Teaching is good. Staff plan a range of interesting and exciting activities based on children's interests. Consequently children are motivated, keen to learn and making good progress in their development.
- The management and staff team have a strong commitment to continually developing and improving the playgroup provision to ensure children receive good quality care.
- 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.

### It is not yet outstanding because

- There is scope to further enhance opportunities for all parents to share information about their children's learning and development at home, so that the playgroup can use this information to maximise children's learning.
- Opportunities to support children in making independent choices about what they play with are not fully extended.

## 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 had a tour of the premises and observed activities in the playroom and outdoor area.
- The inspector held discussions with the manager and the nominated person throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to the local authority early years advisor on the telephone.
- The inspector sampled children's assessment records and planning documentation, checked evidence of suitability and qualifications of staff working with children and looked at the playgroup's self-evaluation form and some written policies.
- The inspector took account of the views of parents spoken to throughout the inspection.

## Inspector

Karen Tervit

## Full report

### Information about the setting

Tyneview Play Group was registered in 2013 on the Early Years Register. It is situated within Tyne View Primary School in the Walker area of Newcastle, and is managed by the school's governing body. The playgroup serves the local area and is accessible to all children. It operates from the playgroup unit and there is an enclosed area available for outdoor play.

The playgroup employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including the manager who has Qualified Teacher Status. The nursery opens Monday to Friday term time only. Sessions are from 9am until 12noon and 12.30pm until 3.30pm. Children attend for a variety of sessions. There are currently 36 children attending who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children.

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

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

- review and extend the opportunities for all parents to share information about their child's learning at home and use this information to further develop activity planning to maximise children's progress in their learning
- extend the opportunities for children to make independent choices, for example, by displaying pictures as well as words on storage boxes that contain toys and resources.

## Inspection judgements

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

Overall, staff work extremely well with parents as children start at playgroup. This includes the completion of the 'all about me' form, to share information with the key person about their children's needs, routines and interests. This assists staff to know children's starting points and to support their early assessment, in order to plan for their ongoing development. Staff have a good understanding of the areas of learning and provide a wide selection of purposeful activities. These enable the children to be engaged and motivated so they develop their skills and make good progress in their learning. The observations and assessments completed by the key person enable them to identify children's next steps in their learning. This informs the planning and includes any additional support or challenges children need. Staff are beginning to implement the required progress check at age two as children settle into the playgroup and a written report has been devised to

share with parents.

Children are happy and busily involved in purposeful activities. They are keen learners, who are actively involved in exploring and investigating through play. Staff provide rich and varied experiences based on their knowledge of children, sparking their curiosity and extending their learning through quality teaching. For example, staff sit with children as they eagerly thread cereal hoops onto pipe cleaners to make bird feeders to hang from the tree. They skilfully question children about what they are doing and offer clear explanations about the importance of feeding the birds in the winter. Consequently, children persevere and remain engaged for a considerable length of time. They bring their magnifiers to the table as staff help them to closely examine the lines on the cereal and encourage them to count. Communication skills are developing well due to the very good quality interactions between children and staff and they learn to express themselves through music and movement. Children show a keen interest in books, which are freely available to them. They enjoy listening to stories in group times and interact with familiar lines, fostering a continued love of reading. Outdoors, children develop good physical skills as they run, jump, ride their trikes and balance on the low tree trunks. All children receive good opportunities to make marks using a variety of different materials, such as paint, chalk, sand and pens. Children are well supported in becoming increasingly independent when managing their personal needs, such as using the toilet, putting on their own coats and when choosing what they want to do. These activities support children's early language development and literacy skills and promote their personal, social and emotional development. Consequently, children are developing the skills and attitudes needed to prepare them for their next stage of learning, such as moving onto nursery or school.

Parents are warmly welcomed into the playgroup by the approachable staff. For example, they are encouraged to enter the playroom and help their children to choose pictures of activities they would like to do and put them on their 'choosing board'. Parents comment positively about the progress their children make in their learning and development. For example, they say that their children enjoy coming to playgroup and are particularly positive about their children's progress in their social skills and in their communication and language. Staff discuss children's progress, activities and achievements with parents on a daily basis. The manager is constantly looking for new ways to encourage and enable parents to share information about what their child is doing at home and contribute to their learning journals. However, as yet the playgroup are not fully engaging with all parents so they can maximise children's learning.

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

Children's personal, social and emotional well-being is nurtured by kind and caring staff who provide a warm, welcoming and inviting environment. Effective arrangements for settling-in new children means that they make the transition between home and playgroup with the minimum of upset. For example, children visit with their parents before they start. Consequently, children are happy and secure and are confident to explore and try out new things. All parents spoken to know their child's key person and state they often talk about them at home. Key persons carefully plan for their children's individual learning,

spending time during the day supporting them individually and in small groups. The playgroup has carefully selected resources and adopts routines similar to those in the school nursery. Staff from the nursery regularly visit the playgroup so children get to know them in their familiar surroundings before they have their own visits to nursery. Children's progress records and learning journals go with them, so that nursery staff can continue their care and learning. This helps to make the transition seamless as children move on in their learning.

There is a good selection of accessible resources and equipment offering a varied and interesting environment that is very welcoming for children. The playgroup also has easy access to additional resources from within the school. This successfully develops children's ongoing interests and decision-making skills. However, not all the contents of boxes are visible indoors and outdoors or labelled to assist children in making even more informed independent choices. High standards of hygiene are maintained throughout the playgroup. Very good procedures are in place to prevent the spread of infection. Surfaces are thoroughly cleaned before snack. Children learn to manage their personal care well with good support from staff. For example, they are learning how to wash and dry their hands thoroughly and are beginning to know when they need to do this. Children are offered a range of healthy, nutritious snacks. These are sociable occasions with children sitting together and enjoying their fruit. Staff sensitively support children in learning to drink from a cup. Staff are attentive and when slight conflicts arise they offer timely and sensitive intervention appropriate to the ages of the children, consequently children behave well. Children develop a good understanding of personal safety. They eagerly help tidy toys off the floor so they do not trip and carefully climb the steps on the indoor slide. Children have frequent opportunities throughout the session to experience fresh air and be active. Wellington boots are easily accessible to children so they can access outdoors no matter what the weather is like. This supports their physical health and development.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are clearly understood by the staff and management team. All staff understand their roles and responsibilities to protect children. They are vigilant regarding child safety and are proactive in minimising potential hazards, enabling children to explore safely and freely. For example, good adult to child ratios are maintained and staff are very well deployed, ensuring that children are well supported in their play and learning both indoors and outdoors. There are robust recruitment and induction procedures and clearly written policies and procedures are well implemented, to support children's safety and welfare. The comprehensive risk assessments cover all areas of the playgroup to clearly identify hazards children may come into contact with. These are reviewed regularly, along with all the policies, procedures and other documentation to ensure these meet current guidelines and practices. There are clear procedures in place for the use of cameras and mobile phones.

The manager is a skilled and knowledgeable practitioner who supports her staff team well. As a result, staff are motivated, enthusiastic and clearly enjoy working in the playgroup.

Successful performance management systems are in place and staff training needs are identified through supervision and appraisal. Effective induction arrangements are in place. This ensures all staff, including students are fully aware of their roles and responsibilities and are suitable to work with children. Planning and assessment systems are monitored effectively and the manager works alongside staff gaining first-hand knowledge about what is working well and addresses any issues raised. Documentation for tracking children's progress is in place. This information accurately identifies when children are working below expected levels of development in the prime and specific areas of learning. Consequently, appropriate interventions are secured and children receive the support they need. Good attention is paid to self-evaluation and promoting continuous development. Parents, staff and children are involved in this process to ensure that their views are considered when planning future improvements. The manager also reflects on the playgroups practices to identify priorities for improvement and works closely with the headteacher and local authority advisors. This results in a detailed action plan that ensures the ongoing level of quality care and learning continues to be maintained and improved upon.

Parents receive good quality information. Displays, photographs and notices inform them of many aspects of the playgroup. Parents are also informed about their children's care routines and activities they have enjoyed. Parents are actively encouraged to share their views about the playgroup through suggestion slips. Parents are complimentary about the playgroup and care of their children. For example, they say 'my child runs to playgroup because they want to come so much. I have no concerns' and that 'my child is really settled'. Staff work very positively with other professionals and agencies to support children when necessary. This provides a consistent and targeted approach for the children, enabling them to achieve and make progress relevant to their needs. The playgroup is very much part of the school it is based in and is constantly looking at different ways of engaging with other settings children attend to ensure continuity in children's care and learning.

## 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>	EY462949
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	921185
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Tyneview Primary School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01912626227

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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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Piccadilly Gate  
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