

Springfield Playgroups

Springfield Park Community Centre, Forest Hall, NEWCASTLE UPON TYNE, NE12 9AG

Inspection date

28/11/2013

Previous inspection date

15/01/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- The quality of teaching is good. Where practice is very strong, staff provide opportunities and experiences which significantly enhance children's speech, language and communication skills.
- All staff fully understand their role in safeguarding children. They provide a high quality playgroup which is welcoming, stimulating and safe where all necessary steps are taken to protect children's welfare.
- The manager and staff make good use of self-evaluation and ongoing training to build upon their good practice and ensure that children continue to benefit from improvements made at the playgroup.
- Partnerships with parents are good and staff work hard to ensure there is a joint approach to children's care and learning. Children are well supported when they begin attending, enabling them to be happy and enjoy the time they spend at the playgroup.

It is not yet outstanding because

- Children's learning is not always effectively promoted in the outdoor as it is not as well used during the winter months to extend learning opportunities throughout the year.
- There is room to strengthen partnerships with other settings children attend so that there is an increased sharing of information that focuses on children's learning needs. This is in order to provide a more consistent and complementary approach to the support that children receive.

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 viewed all areas accessed by children, including the outdoor environment.
- The inspector observed teaching and learning activities in the main hall and spoke to staff and children at appropriate times during the inspection.
- The inspector met with the manager and staff team, looked at children's development records, evidence of suitability and qualifications of staff working in the playgroup and a range of other policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Nicola Jones

Full report

Information about the setting

Springfield Playgroup was registered in December 2008. It is managed by an individual. It operates from the main hall of Springfield Park Community Centre in Forest Hall, Newcastle upon Tyne. The playgroup serves the immediate locality and also the surrounding areas. The playgroup operates on Monday, Thursday and Friday from 9.30am to 11.30am, during term time only. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area.

There are currently four staff working directly with the children, all of whom have appropriate early years qualifications. The manager holds an early years degree, two members of staff have qualifications at level 3 and one member of staff holds a level 2 qualification. There are currently 12 children in the early years age range. The playgroup receives support from the local authority and the Pre-school Learning Alliance. The playgroup is registered on the Early Years Register.

What the setting needs to do to improve further

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

- enhance provision in the outdoor environment by providing a stimulating and well-resourced environment throughout the year
- reflect on and develop ways to strengthen the already good relationship with other settings children attend so that there is a more effective method for sharing knowledge and understanding about children's learning and development.

Inspection judgements

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

Staff provide a wide range of interesting and challenging experiences for children that meet their individual needs well. They collect good quality learning and development information from parents when children first begin attending the playgroup. This is used very well to inform on entry assessments and supports children's individual age and stage of development. The quality of teaching is consistently good and staff are highly skilled in engaging children in activities that help them to learn. For example, staff introduce number cards when children play with the train track on the floor. They are enthused and excited by this task and accurately recognise the numbers written inside the pictures of trains on the cards. As a result, children enhance their early numeracy skills and develop positive dispositions for learning. Staff support all children very well as they play. They sit alongside them on the floor and help children to do what they are trying to do, without

taking over or directing. This enables children to play and explore their environment and maintain focus on their activities for periods of time.

Staff are highly skilled in developing children's communication and language skills. They make excellent use of open-ended questions, such as 'I wonder how we are going to mend this track so that the train will travel across.' This allows children to extend their expressive language and thinking skills and allows them to engage in tasks to test out their thoughts. The manager and her staff team make good use of training they attend in their local area to improve practice and provision for children. Recent enhancements have included the development of the small world play and construction area. Stimulating materials and natural objects, such as pebbles and stones, have been added to the area alongside toys and equipment. This widens children's knowledge of the natural world and extends their exploration and investigation skills. A stimulating, cosy area is set up in the main hall with soft furnishings, such as large and small cushions and a rug. Children develop early reading skills when they engage and listen to stories. Staff use different voices and intonation when they read stories to children and encourage them to join in wherever possible. This helps children to listen with increasing attention and show interest in illustrations and print in books. Children are provided with a wide range of activities and experiences to develop their physical skills. They thoroughly enjoy printing with paint using their hands, manipulate playdough, roll hoops, kick balls and balance along stepping stones. Staff model movements and support children, if required, by holding their hands to develop their confidence. As a result, children make good progress towards the early learning goals, based on their starting points. They gain a wide range of skills necessary for the next stage in their learning, including school, when the time comes.

Children have individual learning and development folders containing information collected from parents on entry to the setting, examples of children's work, observations and photographs as evidence of learning. This is tracked over time to demonstrate progress. 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. For example, parents complete documentation detailing activities and events their children have enjoyed 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

Staff place a strong emphasis on supporting children's emotional and physical well-being. An effective key person system is in place. This ensures all children, especially those in need of additional support, make secure emotional attachments. Children show they are happy when they come into the main hall of the playgroup and quickly sit on the floor with their friends ready to play. A stimulating environment is provided in the indoor environment. Resources are easily accessible, well-labelled and encourage children to make independent choices. Independence is further promoted when children are encouraged to put on their own coats when accessing the outdoor area and washing their own hands following messy activities. Children thoroughly enjoy collecting and sweeping up leaves in the outdoor environment and have daily opportunities to run up and down in the fresh air, promoting their physical well-being. However, the outdoor area lack stimulus

and a wide range of activities to meet individual needs and interests are not always provided all year round. For example, the area is better used during the summer months and children enjoy activities, such as den building. Awareness of healthy lifestyles is promoted when staff talk about the benefits of eating and provide a range of fresh, fruit for their daily snack.

Highly effective settling-in procedures are in place and children are very well supported emotionally when they first begin attending the playgroup. Children make visits, based on their individual needs, before staying for the whole session on their own. Parents are welcome to stay as long as is required. Those parents and carers spoken to on the day of inspection state how they value this opportunity to help their child settle. A wealth of good quality information is shared to ensure continuity in children's emotional and physical well-being. Children are equally well supported emotionally when they leave the playgroup and move into local schools. Staff read stories and talk to children about starting school and there are future plans in place to invite local teachers into the group to meet the children.

All staff demonstrate an excellent understanding of safeguarding children in the playgroup. For example, they recognise the importance of recording and sharing any unusual marks children may present with. Staff involve children in safety procedures throughout the day. For example, they help children to understand why toys and equipment need to be kept on the mats to avoid tripping hazards, to ensure children develop an understanding of how to keep themselves safe. Children demonstrate safe practices as they play. They make careful movements when balancing along stepping stones and ensure it is safe to kick a ball to avoid hurting others around them. Children cooperate well with each other and know what behaviour is acceptable in the playgroup. This is because a number of strategies are embedded in practice. For example, children are praised for positive behaviour and spoken to in a sensitive, gentle way, if disagreements arise. Staff have agreed procedures outlining how to manage changes in children's behaviour and the rationale of this is shared with parents, to maintain a joint approach.

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

The manager and her staff team create a high quality playgroup which is welcoming, stimulating and safe. They fully understand their roles and responsibilities in safeguarding children and ensure all necessary steps are taken to keep them safe and well. For example, necessary checks are carried out to ensure all adults in daily contact with children are suitable to do so and any concerns regarding children's welfare are managed effectively. Robust induction and mentoring arrangements, together with clear written policies and procedures, further protect children and ensure they enjoy their learning experience and grow in confidence. Ongoing staff development is encouraged through well-considered and purposeful staff appraisals and support is given to undertake further training. This has a positive impact on staff's knowledge. For example, there are plans in place for staff to carry out training to enhance their understanding of meeting the needs of diabetic children. The manager evaluates the quality of practice and provision provided. As a result, areas for improvement are consistently identified, taking into account the

views of parents, staff and children. The manager is fully committed to creating, maintaining and improving the playgroup so that it meets the highest standards and offers the best experience for children.

The manager leads a well qualified and experienced staff team. They use their skills and expertise skilfully to support young children's learning and development. Staff feel supported by the manager and are helped to improve their knowledge, understanding and practice. The manager has a good understanding of her role in monitoring the delivery of the educational programmes and maintains an overview of the continuous provision for children in the indoor and outdoor environments. Good use is made of observation techniques, such as time sampling, to monitor how areas of provision are used by children. This helps to identify what is working well and amendments are made to practice, as required, to further meet children's needs. Observation, assessment and planning documentation is monitored to make sure it is consistent, precise, and displays an accurate understanding of all children's skills, abilities and progress. The manager maintains a comprehensive overview of progress tracking documentation. This ensures children's needs are quickly identified and exceptionally well met through good partnerships between the playgroup, parents and external agencies.

Partnerships with parents and external agencies are well established and make a strong contribution to meeting children's needs. The entrance hall of the community centre provides a wealth of good quality information for parents. This ensures they are kept fully up to date with key events and are effectively sign posted to external agencies and services, should they require additional help. Good use is made of information provided by external agencies, such as speech and language therapy and physiotherapy services, to support children's individual needs. The manager and her staff team have been proactive in their approach to share information with other providers when children attend other settings and relationships are, generally, good. However, there is room to strengthen these good partnerships even further so that there is a more effective shared knowledge about children that will support continuity in their 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	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

Unique reference number	EY384507
Local authority	North Tyneside
Inspection number	878916
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	12
Name of provider	Lisa Marchbanks
Date of previous inspection	15/01/2010
Telephone number	07904984994

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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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