

# Cheviot Primary School Playgroup

Cheviot Primary School, Yetholm Place, NEWCASTLE UPON TYNE, NE5 4EB

## Inspection date

09/01/2014

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

- Staff provide excellent opportunities for spontaneous drawing and writing in both the indoor and outdoor environments. This ignites children's curiosity and effectively supports the physical skills children need in order to become confident writers.
- The provider and leader are focused on securing an excellent quality provision. They set high standards, monitor effectiveness and provide in-house staff development, which demonstrates a drive for quality improvement.
- Children are effectively safeguarded. This is because all staff have had suitable checks completed and have a very good understanding of their role and responsibility in keeping children safe from harm.
- Children are supported in their learning at home as good partnerships are in place to involve parents in their child's learning and development.

### It is not yet outstanding because

- There is scope for staff to extend opportunities to support children's use of early number and counting in their play.
- Occasionally, staff do not fully explore and maximise opportunities for children to extend and enhance their listening and attention skills.

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

## **Inspection activities**

- The inspector viewed areas of school accessed by the playgroup, including the bathroom and outdoor areas.
- The inspector observed teaching and learning activities in the playgroup room and spoke to staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the leader of the playgroup.  
The inspector met with the provider and leader, viewed evidence of suitability and qualifications of staff working in the playgroup and discussed a range of other policies and procedures.
- The inspector took account of the views of parents spoken to on the day of inspection.

## **Inspector**

Nicola Jones

## Full report

### Information about the setting

Cheviot Primary School Playgroup registered on the Early Years Register and compulsory part of the Childcare Register in 2013. It is situated in a designated area in Cheviot Primary School in the Westend area of Newcastle upon Tyne. The playgroup serves the immediate locality and also the surrounding areas. The playgroup opens five days a week from 9am until 12pm, term time only. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area.

There are currently 18 children in the early years age range on roll. The playgroup receives funding for the provision of free early education for two- and three-year-old children.

There are currently six staff working directly with the children, all of whom have an appropriate early years qualification. Two of the staff have Qualified Teacher Status and four members of staff have qualifications at level 3. The playgroup receives support from 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:

- enhance the already good practice in teaching children about mathematics by further developing opportunities for them to engage in activities to encourage early counting and use number names in their play
- enhance staff's understanding of strategies to support and extend children's listening and attention skills and promote their very good learning even further. For example, by always getting down to a child's eye level when talking to them.

## Inspection judgements

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

The leader and her staff team provide a stimulating and challenging indoor and outdoor environment that meet children's individual needs very well. They provide a vast range of experiences and activities, ensuring children have opportunities to learn in playful, active and creative ways across all areas of learning. Consequently, children thoroughly enjoy the time they spend in the playgroup and are beginning to make good progress, based on their individual starting points. Good quality learning and development information is collected 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. Parents describe how they value how this information is used to provide continuity for their child when they move from home into the playgroup. The quality of teaching is consistently good and staff are highly skilled in engaging children in activities that help them to learn. For example, they explain how the wheel turns on water play equipment when children pour jugs of water through the funnel at the top. This enables them to develop their thinking skills and make links through their experiences. Staff support all children very well as they play. They sit alongside them on the floor and help them 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.

Children are provided with excellent opportunities to develop their early writing skills, particularly in the outdoor environment. A wide selection of carefully chosen resources, such as giant clip boards, freestanding whiteboards, pencils and pens are well organised and attractively presented in all areas of play. This enables children to decide independently how they want to represent their ideas and which medium would best suit their purpose. As a result, children's curiosity about writing is aroused, supporting their future literacy development and future learning exceptionally well. Staff support children's communication and language skills generally well as they play. They introduce new vocabulary, such as 'squash' and 'push' when children use their hands to manipulate playdough. This helps children to learn new words and begin to use them when communicating. Occasionally, opportunities are missed to develop children's already good listening and attention skills further. This is because staff do not always make effective use of strategies, such as getting down to a child's height when talking to them and allowing enough time for children to respond when asking them questions. Children are provided with very good opportunities to develop their physical skills. Indoors, they throw soft balls into a bucket, use tools, such as rolling pins when using playdough and enjoy using an area on the floor covered with large sheets of paper to make marks using crayons and chalks. Outdoors, children ride bikes, negotiate spaces successfully, use equipment, such as plastic bricks, to build and construct and enjoy water play, confidently pouring using jugs and containers. Staff support children well to develop an understanding of the world when they play in the outdoor role-play shop. Language is modelled well to help children to show an interest in the role of the 'shopkeeper'. For example, children use phrases, such as 'Here is your change, have a nice day'. However, children are not always provided with opportunities to enhance their mathematical skills. This is because staff do not always make best use of activities, such as role-play, to allow children to practise early counting and use number names in their play.

Children have individual learning and development books containing on entry assessments, examples of children's work, observations and photographs as evidence of learning. This is accurately matched to the guidance document 'Early years outcomes' and 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, regular opportunities are provided for parents to look at and discuss their child's progress and share their interests and activities they 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**

Children and their families are warmly invited into this bright, spacious and welcoming playgroup. Staff have very good understanding of children's needs, especially when they first begin attending. For example, they talk to children gently when they cry, holding and reassuring them when they leave their parents for the first time. 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 playgroup room and quickly engage in activities, such as water play with their friends. A stimulating environment is provided in the indoor and outdoor environments. Resources are easily accessible, well labelled and encourage children to make independent choices. Independence is further promoted when children are encouraged to find their own coats when accessing the outdoor area and wash their hands after using the toilet. Excellent use is made of activities during group time to help children to learn where resources and equipment are stored in the playgroup room. For example, children thoroughly enjoy singing 'What's in the bag?' to identify objects that have been left out following tidy up time. Children independently say the name of the item before returning it to its correct location. As a result, children enjoy the responsibility of carrying out small tasks and welcome the praise for what they have done, supporting their self-confidence. Children benefit from daily opportunities to be active and exuberant in the outdoor area. A wide variety of activities are provided on a daily basis, including growing and eating their own vegetables, such as cucumbers. This promotes their physical well-being very well and develops an understanding of why it is important to have a healthy lifestyle.

Highly effective settling-in procedures are in place and children are very well supported emotionally when they first begin attending the playgroup. Staff carry out home visits to meet children and their parents for the first time. A wealth of good quality information is shared to ensure continuity in children's emotional and physical well-being. This helps children to become familiar with their new key person before coming into the new playgroup environment. Children then make visits with their parents, based on their individual needs, before staying for the whole session on their own. Parents are welcome to stay as long as is required and have use of facilities, such as the parent's room, to talk to staff. Parents spoken to on the day of inspection state how happy they are with the playgroup and talk about how well their children are supported, especially in the first week of attendance. Children are equally well supported emotionally when they leave the playgroup and move into the attached school and other local schools. They make a number of visits with playgroup staff to become familiar with their new environment and school teachers. The playgroup shares facilities, such as the outdoor area, with the attached school. Consideration has been given to both the playgroup and the early years unit in school to ensure children are familiar with routines and resource organisation. This further supports children emotionally and physically when they move into school.

All staff demonstrate a very good 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 water should be removed from floor surfaces to avoid slipping, to ensure they develop an understanding of how to keep themselves safe. Children demonstrate safe practices as they play. They ride bikes carefully, calling out 'beep beep' when approaching other children and ensure they stop to avoid colliding into other riders. 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 leader and her staff team take all necessary steps to keep children safe and well. They fully understand their roles and responsibilities in safeguarding children and have created a high quality playgroup where children are fully protected from harm. 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 very well. For example, a central electronic system provides an effective means of recording all safeguarding issues. This ensures all matters are given high priority and responded to in a timely and appropriate way. 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 supervision, which provides support, coaching and training for individual members of staff. This has a positive impact on their knowledge and understanding of the framework. For example, the leader provided in-house training focusing on early writing to improve the practice and provision for children. The leader constantly 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 provider and leader are fully committed to creating, maintaining and improving the playgroup so that it meets the highest standards and offers the best experience for children.

The leader is an experienced qualified teacher. She leads a well-qualified and experienced team well. Staff use their skills and expertise skilfully to support young children's learning and development. The leader has a very 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 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 leader 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.

The playgroup has been set up as an extension to existing early years provision within the host school, therefore, partnerships with parents and external agencies are well established and make a strong contribution to meeting children's needs. The notice board in the corridor area provides a wealth of good quality information for parents. This ensures they are kept fully up to date with key events and are effectively signposted to external agencies and services, should they require additional help. Parents are warmly welcomed into the playgroup and make good use of the parent's room to hold informal discussions about their child. There are plans to extend services for parents. For example, by introducing sessions, such as baby massage and beauty therapy, the provider and leader hope to extend the provision and enhance partnerships even further. Good use is made of information provided by external agencies, such as speech and language therapy, to support children's individual needs. The leader and her staff team have been proactive in their approach to share information with other providers when children attend other settings and relationships are good. For example, learning and development information is effectively shared when children attend other settings, such as childminders and full day care settings.

### **The Childcare Register**

The requirements for the compulsory 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>	EY465843
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	928523
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Cheviot Primary School
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0191 286 9324

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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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