

# Hadrian Bears Playgroup

Wallsend Jubilee Primary School, Mullen Road, WALLSEND, Tyne and Wear, NE28 9HA

## Inspection date

Previous inspection date

10/01/2014

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 motivated and eager to learn. They benefit from a stimulating range of activities and experiences to provide them with opportunities to make good progress in all areas of learning and development.
- Practitioners have a very good relationship with parents, which means that they work together effectively to support the overall care and learning needs of the children.
- Children are very happy in the setting. Flexible settling-in procedures help children to settle quickly and develop a close bond with their key person.
- The setting has a good relationship with the local schools. They work together effectively to maximise children's learning.

### It is not yet outstanding because

- There is scope to strengthen the already good leadership and management of the setting to ensure monitoring sharply focuses on the teaching and learning in order to enhance children's already good progress.
- There is room to enhance children's obvious enjoyment of books by using puppets and other objects to bring stories to life.

## 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 toured the setting with the manager.
- The inspector interviewed the manager.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to children and observed play and learning activities.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the practitioners working with the children, the provider's self-evaluation form and improvement plan.
- The inspector took into account feedback from parents.

## Inspector

Elizabeth Fish

## Full report

### Information about the setting

Hadrian Bears Playgroup was re-registered in 2013 on the Early Years and both the compulsory and voluntary parts of the Childcare Register. It operates from a classroom in Jubilee Primary School in Wallsend, North Tyneside. The setting serves the local and surrounding areas and is accessible to all children. There is an enclosed area available for outdoor play.

The setting is open from 8am until 4pm, Monday to Friday, during term time only. Children attend for a variety of sessions. The setting employs six members of childcare staff, including the manager. Of these, two hold appropriate early years qualifications at level 3 or above. There are currently 63 children on roll, all of whom are in the early years age group.

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

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

- extend the already good leadership and management of the setting by ensuring monitoring is sharply focused on the impact of teaching on children's learning to enhance children's learning
  
- develop further children's enjoyment of books, for example, by providing a range of puppets and objects to enhance storytelling.

## Inspection judgements

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

Practitioners in the setting are enthusiastic about their work. They ensure that children enjoy a range of interesting and challenging experiences across the seven areas of learning, indoors and outdoors, which are thoughtfully planned to support children's interests. All children make good progress in the setting. This is because practitioners find out a lot of information on entry. This helps practitioners to develop a clear understanding of the needs and interests of the children when they start. Detailed progress summaries are also completed and shared with parents once children have settled into the setting. This ensures that practitioners know what children are like in the setting and at home. Practitioners carry out regular and precise assessments, which are matched to age-related expectations. This means that practitioners have a very detailed understanding of children's achievements and how they can support them further. As a result, the setting plans effectively to meet the needs of individual children. The setting works very hard to develop a good relationship with parents and use a variety of methods to communicate

with them. Practitioners share children's learning records with parents and actively encourage parents to contribute to them. Parents value meetings where they can talk to practitioners about their child's progress and comment on how much progress their children have made since starting.

Practitioners demonstrate a good understanding of how to support children's play. They observe children and give children the space and time to explore things for themselves. This enables practitioners to intervene effectively to extend children's interests further. For example, practitioners observe children as they play with the jigsaws, helping them to find the correct shape to fit in the spaces. They encourage them to 'wiggle' the shapes to make them fit. Children are given time to try pieces themselves but practitioners intervene when they start to show signs of frustration. This ensures that children are able to complete a task. They celebrate achievements with the children by commenting on and praising their achievements, telling the children that they are going to write it down in their learning records. Consequently, children are very proud of their achievements. Practitioners interact effectively with children too, giving them time to talk and, where appropriate, repeating words and phrases correctly so children can hear the correct pronunciation. Practitioners carry out a speech and language assessment for all children on entry and liaise with parents and other agencies to plan appropriate interventions. This means that practitioners are confident in highlighting and supporting children's communication and language. Practitioners also engage children in conversation effectively too. Comments, such as 'I like strawberries,' start a detailed conversation about the foods that children like. Children are also given time to think about what they want to say and open-ended questions are used effectively to promote thinking. As a result, children make good progress in communication.

Literacy is generally supported well. The environment supports children's early attempts at mark making both indoors and outdoors. Children enjoy drawing on the chalk boards outside and painting indoors. Mark making is also further promoted in other areas too, such as writing shopping lists in the shop. These activities support the development of early writing. Children have access to a well-stocked book area both indoors and outdoors with practitioners on hand to read stories. Children enjoy listening intently to various stories and talk about the pictures. Young children clearly enjoy books as they seek out practitioners to read their favourite books. However, there are occasions when children begin to lose interest in the books that are read to them, particularly during large group story sessions. This is because practitioners do not always engage children fully, for example, by using objects, such as puppets or other items from the story, to bring the story to life and help children to engage with it. There are a range of opportunities planned to promote counting. Children enjoy singing number rhymes, such as five aliens, and counting how many aliens or snowmen are left as they sing. They also enjoy working in the number area and counting the holes in the buttons as they thread them on the laces. These skills prepare children well for the next stage in their learning. Practitioners plan a range of opportunities for children to develop their small muscle skills as they are encouraged to pour their own drinks at snack time and thread buttons onto laces. Children enjoy climbing, sliding and balancing outside, other children are supported effectively as they begin to throw and catch large balls. These activities promote the development of large muscle skills. Some children enjoy using the computer. They demonstrate good control as they use the mouse and the touch screen to complete simple programs. There

are a range of opportunities for children to develop their imaginations. Children enjoy playing in the home area and cooking meals, while other children enjoy shopping. This means that children can develop simple storylines in their play.

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

Children are very happy and settled in the setting. Practitioners are very caring and recognise the needs of individual children effectively. Children have a very good relationship with their key person and other practitioners too. Children laugh and giggle as they are chased and tickled by their key person outside. This demonstrates that children are emotionally secure in the setting. Children settle into the setting quickly because there are flexible settling-in procedures, which are centred on the child and their family. Practitioners find out important information, including children's interests and their individual care needs when children attend with their parents before starting. A programme of visits is arranged so that children can stay with parents initially, before staying for short periods on their own. This helps children to get used to the setting. The setting ensures that their environment meets the needs of all children and practitioners have developed a quiet area with a sofa so that children who are tired can have a sleep. This means that all practitioners, especially the key person knows each child and, as a result, can meet their needs effectively. Parents talk to practitioners at the beginning and the end of a session and share important information. Parents comment on how their children are happy and settled and love coming to the setting.

Children play in a stimulating and well-organised environment both indoors and outdoors, which has been thoughtfully arranged to reflect the seven areas of learning. Resources are easily accessible; this enables children to select their own resources independently. For example, young children access aprons as they choose to paint. Independence is further promoted as they pour their own drinks and are encouraged to find and put on their own coats. Practitioners ensure children have daily opportunities to learn outdoors. Children enjoy climbing and sliding and also use their bodies to roll discs and large tubes. There is space to run a round and be active outdoors too. As a result, children get plenty of fresh air and exercise. Practitioners also plan activities, such as music and movement, which help children to think about the effects of exercise on their bodies. This helps children to understand the different ways in which they can keep themselves healthy. Children demonstrate a good understanding of health and hygiene as they wash hands before snack and meals and select a healthy snack and drink.

Children have a good awareness of how to keep themselves safe as they learn how to leave the building in an emergency. Practitioners also help children to learn how to use tools, such as scissors safely. Children behave well in the setting. The setting has a clear policy for dealing with behaviour, which all practitioners understand and use. Children are supported in the setting to learn about acceptable behaviour and practitioners work with parents individually to support behaviour management. Children learn to play alongside other children; they ask for resources and ask to join in games. Consequently, they play well with others and develop skills to support them in their future learning. The setting has

well thought out procedures for helping children to settle into school or nursery. They share assessments with the school and visit with children prior to entry. Practitioners also stay with children to provide extra support for those who find the transition more difficult. This means that children have the appropriate support and reassurance to settle quickly into school.

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

The manager has a good understanding of her responsibilities in meeting the welfare, and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The manager and practitioners have a clear understanding of their responsibilities in relation to safeguarding. Practitioners have recently updated their safeguarding training and they know what to do if they have a concern about a child. A current list of contact details is displayed in the setting. Policies and procedures are all very well written and organised and are clearly reflected in the running and organisation of the setting. The manager ensures practitioners are familiar with the policies because she links this to supervision sessions. She also asks regular questions to ensure practitioners understand the policies. There is a rigorous security system for entry to the setting and children and visitors are signed in and out. This is enhanced by daily risk assessments, which ensure all the areas of the setting are checked and hazards identified. There are robust recruitment and induction procedures in place, which ensures that all practitioners and students have appropriate suitability checks carried out.

Self-evaluation is good because the manager and practitioners identify what they do well and how they help children learn. They have a detailed action plan with clear priorities for improvement, which takes into account the views of parents and children. Recent changes, such as inviting parents in to talk about their children's learning have had a positive impact. This is because parents know where their children are in their learning. The manager has a good overview of the setting. She monitors assessments so that she can highlight any gaps in achievement and plan appropriate interventions. The practitioners have regular supervision meetings where they discuss their strengths and highlight training needs. The manager observes practitioners as part of their supervision. However, there is scope to enhance the current system particularly in relation to monitoring the impact of teaching on children's learning. For example, on infrequent occasions staff intervene too quickly in a sticking activity. As a result, some children occasionally lose interest.

Partnerships with parents are good as practitioners do a verbal handover at the beginning and end of the day. Parents comment that their children are very happy in the setting and they feel that they make good progress. Parents know what their children have been doing because they are invited to take home and contribute to learning records. The setting has a very good relationship with local schools. The manager has developed a communication diary, which is shared between the setting and the school. This enables the school staff and setting to share observations and assessments. The manager also organises meetings with the nursery teachers of the local schools so that they can share planning and assessments. This demonstrates the setting's commitment to working with

other professionals to support the children in their setting.

### **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>	EY462335
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	928889
<b>Type of provision</b>	Sessional provision
<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>	63
<b>Name of provider</b>	Kay Handley
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07763889516

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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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