

Walbottle High School Playgroup

Walbottle Campus, Central Hall, Hexham Road, NEWCASTLE UPON TYNE, NE15 9TP

Inspection date	21/10/2013
Previous inspection date	06/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 well-established key person system helps children form secure attachments and promotes their overall well-being efficiently.
- Effective partnership with parents means there is a united approach to meeting individual children's needs, ensuring that they make good progress.
- Children are encouraged to be independent in their learning and confidently take part in activities of their choosing.
- Children are very safe at the playgroup as the manager has a good knowledge of child protection and safeguarding. She ensures that all staff understand and practise the detailed policies and procedures at all times.

It is not yet outstanding because

- There is scope to further develop the arrangements for managing staff performance in the setting to enhance opportunities for staff to consistently share their knowledge and understanding of good practice.
- There is room to improve the organisation of group activities to ensure that all children are included and supported to develop communication and language 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 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 activities in the playroom and the outside play areas.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with the manager, and spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the manager and took account of the views of parents spoken to on the day.

Inspector

Eileen Grimes

Full Report

Information about the setting

Walbottle High School Playgroup was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Sure Start Centre on the Walbottle campus in Newcastle-upon-Tyne. The nursery serves the local area and is accessible to all children. It operates from one room and there is an enclosed area available for outdoor play.

The nursery employs seven members of childcare staff, five of whom hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday during term time only. Sessions are from 9am to 12pm and 12.30pm to 3pm. Children attend for a variety of sessions. There are currently 47 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the performance management systems further to support staff to reflect on how they can share their knowledge and good practice with each other

- further develop the organisation of group activities to ensure that all children are included and supported to develop communication and language skills.

Inspection judgements

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

Children succeed, are motivated and show great enthusiasm as they play because they are supported by staff who have a good understanding of how children learn and develop. Children's interests are captured and enhanced through a balance of child-initiated and adult-led experiences, both indoors and outside. Children enjoy the freedom of choice and access the well-resourced outdoor area as they wish. They benefit from a wealth of learning opportunities available in the outdoor area, which enhance their learning. For example, they experiment climbing and negotiating the climbing frame and slide, learning how to take turns and frequently asking for the support and reassurance of staff. Teaching techniques are good because staff interact effectively, use appropriate language and are committed to enhancing children's learning through play. They know children well and use this knowledge to plan appropriate, interesting and fun activities for all children. Children

with special educational needs and/or disabilities have individual plans in place, and targets are agreed with parents to ensure they make progress in their learning and development.

Children's early writing skills are developing well and evidence of this is seen as children happily use the range of different resources. Staff introduce a range of additional resources, including rulers and templates. Staff introduce the new tools and children start to measure various items. Staff expand this to include rubbings of the items to produce a picture. This helps the children to develop some of the key skills needed for the next stage in their learning. Displays are bright and welcoming and carry a wealth of print. Staff provide effective support for children emotionally, and enhance their ability to express themselves as they acquire new language to enable them to communicate with others. However, when working in groups, staff do not always maximise opportunities to engage all children and extend communication and language skills.

Planning and monitoring are very effective across the seven areas of learning and offer interesting and challenging experiences to children, which also meet their needs. This is because assessment is precise and focused. Staff work closely with parents, sharing information about individual children's needs and interests. They use this information very well in order to ensure all children progress towards the early learning goals.

The well-resourced learning environment helps to support and extend children's learning across all areas. Children use the book area independently, but also enjoy group story times where staff extend their learning by talking about the characters in the book. Children are confident in taking turns to contribute to stories and are able to predict what is happening. This is because staff provide them with reassurance. Younger children enjoy the challenge of sticking and gluing as they make snowmen for a display and to take home. Staff ask the children questions such as 'how does it feel?', which challenges children's thinking.

There is a very good partnership with parents and their comments about the provision are good. They are invited to visit and there is an open-door policy. Strong relationships are being built with new families and information is shared upon registration, with staff gathering 'all about me' starting point information about the children to inform planning. This ensures that planning is meaningful to the children according to their individual needs and stage of development.

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

Interaction between staff and all children is strong and very close emotional attachments are formed across the whole group. Children show high levels of confidence and self-esteem, and they delight in helping and showing others where to go and how to put things away. The key person system supports families well and they know their individual key children and their care routines, dietary requirements, likes and dislikes. Staff ensure that all children's care needs are attended to. Young children's noses are wiped and staff take time to show children how to do this and support them in learning these skills, as well as teaching them how to dispose of used tissues. Staff have sound practices in place

for nappy changing procedures. Children are checked throughout the session and changed as appropriate. All nappy changes are recorded.

Procedures to support children's transitions in the playgroup and when they move on to the local schools are in place and secure. Children are supported as staff are committed to working in close partnership with parents and carers, and nursery schools within the locality. They encourage school staff to visit the playgroup prior to children starting and are keen for children to visit the school to aid a smooth transition. In conjunction with this, the playgroup shares children's progress reports with the schools to ensure they have accurate and up-to-date information on the children.

Children enjoy healthy, nutritious snacks provided by the group. Snack and meal times are a sociable occasion and the group has good procedures in place to ensure they meet the needs of children with additional dietary requirements. Water is available to drink throughout the day and children are encouraged to pour their own drink, gaining independence and learning to meet their own needs. Children are starting to understand the importance of keeping safe. They are beginning to understand how to take risks as they move on the climbing frame under the watchful eye of the staff. This develops children's understanding of wider safety issues.

Staff are good role models and are deployed well. They provide clear guidance for children about what is acceptable behaviour and due to this, children behave very well and are kind and caring towards one and other. Children enjoy working together completing counting games and discussing their own situations. Such experiences help the children to develop early friendships and enhance early social skills as they initiate conversation and develop cooperation skills.

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

Children are safeguarded and cared for competently by staff who have been fully vetted to ensure their suitability. Staff are fully aware of their responsibility in protecting the children in their care and have clear safeguarding policies and procedures in place to support them. All children and their families are warmly welcomed and valued. The playgroup fully understands their responsibility to work with parents and other agencies to meet the needs of children with special educational needs and/or disabilities, such as speech and language professionals.

Extensive partnerships with parents enable parents to play a full and active role in their child's learning. Parents' views are sought through discussion, open days, questionnaires and surveys. Information gained is much valued, used and taken into account within self-evaluation procedures. Strengths and weaknesses have been identified and the management team have detailed plans in place to sustain and further develop the provision for children. The ongoing supervision and appraisal procedures ensure staff highlight any concerns, recognise any special achievements and identify future training needs. However, there are limited opportunities for staff to consistently share their knowledge and understanding of good practice with each other. Recruitment procedures

are robust and ensure that only those that are suitable to work with children are employed at the setting.

Planning and assessment are monitored to ensure they are consistent and precise and display an accurate understanding of all children's skills. Individual children with identified needs are targeted to enable appropriate interventions to be put in place. Educational programmes are regularly monitored to ensure a wide range of experiences are available to enhance children's learning. As a result, children are making good progress and are well prepared for their future learning in school.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY374383
Local authority	Newcastle
Inspection number	938788
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	47
Name of provider	Walbottle High School Playgroup Committee
Date of previous inspection	06/11/2008
Telephone number	0191 2673839

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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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