

Ladybird @ All Saints Playgroup

Church Hall, Linden Road, NEWCASTLE UPON TYNE, NE3 4ES

Inspection date

Previous inspection date

13/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

| | |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 3 |
| The contribution of the early years provision to the well-being of children | 3 |
| The effectiveness of the leadership and management of the early years provision | 3 |

The quality and standards of the early years provision

This provision requires improvement

- Staff sensitively support children in settling into the playgroup, enabling them to cope with being away from their parents and making friends.
- Children behave well and are kind and considerate to their peers. This is because staff remind children of the rules and boundaries in the playgroup.
- Staff warmly welcome parents into the playgroup and keep them informed about what their child has enjoyed during the session. As a result, parent's involvement in the setting is promoted and partnerships are positive.

It is not yet good because

- Teaching requires improvement so that children get the most out of learning experiences such as at group times, their access to resources which offer more flexibility in free play, their understanding of healthy eating and developing their independence in preparation of snack so that they have more of a choice.
- All the required information regarding vetting arrangements carried out as part of the recruitment process for new staff is not available to confirm all staff's suitability.
- Plans for future development do not clearly demonstrate how targets are prioritised and planned to drive continuous improvement.

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 spoke to children and observed them in the hall and outdoor area.
- The inspector completed a joint observation with the manager, held a meeting with the manager and nominated person and spoke to staff throughout the inspection.
The inspector looked at evidence of staffs' suitability, records and a sample of
- documentation relating to children's learning and development, care, health and safety.
- The inspector spoke to parents and carers at the inspection and took their views into account.

Inspector

Lynne Pope

Full report

Information about the setting

Ladybird @ All Saints Playgroup was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three provisions that are owned and managed by a limited company. The playgroup serves the local area and is accessible to all children. It operates from All Saints church hall in the Gosforth area of Newcastle upon Tyne. There is an enclosed area available for outdoor play.

The playgroup employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one member of staff holds a level 5.

The playgroup opens Monday to Friday during term time. Sessions are from 9am until 12 noon. Children attend for a variety of sessions. There are currently 31 children attending who are all within the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that information about all staff's suitability checks is available for inspection
- consider how group activities are organised so that the size of the group promotes all children's interest, engagement and challenges them more in their learning.

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

- improve self-evaluation so that it is rigorous and identifies how and when areas for improvement will be achieved
- develop the range of resources accessible to children to include those which offer more flexibility for play, so that they explore and develop their own ideas and gain new skills
- develop children's independence and understanding of healthy eating by involving them in the preparation of snack, so that they have more of a choice about selecting what they would like.

Inspection judgements

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

Children settle well into the routines of the playgroup. They understand the structure of the session and follow instructions well. Staff find out about their starting points through discussions with parents and observations of children as they settle in. A baseline assessment is completed, which helps staff to plan activities based on individual children's learning needs. They carry out written observations in a learning journal of children's development, that they link to the areas of learning and they note what the next step will be for each child. This means staff understand how children are making progress. However, teaching requires improvement, particularly in relation to the organisation of large group activities so that all children gain the most from these experiences and are kept consistently interested and challenged. For example, children gather on the carpet as a group and staff ask them about what they have done at home. Older children are eager to talk and explain that they have been swimming. However, due to the group size being too large not every child has the opportunity to contribute. During music and singing activities children choose an instrument to play. They experiment with them listening to the sounds that they make and some children join in singing familiar rhymes. Staff have planned the activity based on individual children's learning needs to help them learn to take part in a group and to show an interest in sounds and singing. It is partially effective in that children are confident to choose what song they would like to sing and join in. However, the length of this activity was too long and did not consistently maintain all children's interest. This activity is followed by a dancing session. Staff help children learn how to move their bodies in different ways as they listen to a compact disc of songs. However, staff have not considered the organisation of other resources or activities for children as an alternative, in order to fully capture their interest.

Staff use suitable techniques to teach children communication and language. Children that attend with English as an additional language are supported by staff, who learn key words in their language so that they can help them to settle well and communicate with them. Staff help children learn how to express themselves by providing a selection of mark making resources. This promotes children's early writing skills as they access paper, pencils, felt-tips and scissors. They enjoy making marks on the paper and older children say that they have drawn their family. Staff show children how to write their names on their pictures, so that they can see the different letters. They support older children in learning to write their own names and to sound out the letters. Staff help children learn how to count numbers in the correct order in everyday activities. They count with children at the trampoline to see how many jumps they can do in one go. Children count together up to ten. Children's skills with information technology develop as staff support them in using simple computer programmes. Children understand that they need to move the mouse and click it to make the programme work. These activities give children the basic skills they need to be ready for school or the next stage in their learning.

Staff have established positive relationships with parents. They are kept well-informed about what children have done during the session through a white board in the entrance that details activities that children have taken part in. Staff talk to parents at the end of

the session giving a brief overview of what their children have achieved. Children's learning journeys are sent home once a term so that parents can see how they are developing and can continue their children's learning at home through supporting the next steps in learning that have been noted by the key person.

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

Staff work closely with parents and children to help with the settling-in process. This helps to foster suitable relationships and ensures children are supported during the transition from home into the playgroup. The manager monitors how the key person works in practice. For example staff observe who children gravitate towards and assign them to this key person, as this helps children to form secure bonds. Children settle well and become aware of the boundaries for behaviour that staff set. Effective methods mean that when children display unwanted behaviour staff quickly intervene and talk to the child about why they should not do something, offering encouragement and support. Staff help children learn to share resources. For example, they talk to them about sharing the computer when three children want to use it at the same time. Effective teaching helps children to manage their own safety. For example, emergency evacuation procedures are practised and staff prepare children beforehand to let them know what will happen. On outings they talk to children about the importance of holding hands and not leaving staff.

Staff ensure that the premises are prepared for children's arrival with a variety of activities set up around the hall. They base the resources on what children have previously shown an interest in and feedback from them the previous day about what they have enjoyed doing. However, except for the writing area, the resources are too prescriptive in their use, therefore reducing how children can follow their own train of thought or play or choose how they want to develop their own ideas. Children's physical development is positively promoted and they gain confidence as they move around. They access the outdoor area each session and learn how to manage the space successfully as they ride tricycles up and down. They dig in a sandy bed with toy diggers and staff help children learn about the features of this area. For example, they draw children's attention to the flower bed and encourage them to find some hidden toy insects, such as a stick insect and spider. This helps children to talk about things they observe. Children become independent in managing bathroom routines. For example, they let staff know when they need the bathroom and staff supervise them so that they remember to flush toilets and wash their hands. However, children do not get the opportunity to help prepare their snack and it is served ready in bowls so they do not get a choice about what they would like. This means there are missed opportunities to talk about healthy eating, what is available and what children like.

The staff have suitable procedures in place to prepare children for their transition to school. They talk to children about the move and read books to help prepare them. A request is made for a transition report from other settings that children move from, to help staff understand children's learning needs.

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

Staff are aware of their role and responsibility with regard to protecting the children in their care. For example, they know who they would consult and report any concerns to, should they have a child protection concern. Appropriate recruitment procedures are in place. Vetting procedures include checking references are carried out by the provider. However, the information about one staff member's Disclosure and Barring Service check which has been checked by the manager is not available for inspection; this is because the information is held at the sister setting. This means not all requirements of the Early Years Foundation Stage and both parts of the Childcare Register are fully met. The vetting information for all the other staff is available and suitably maintained. Staff appraisals are in the early stages of being set up. Supervision takes place once staff have been in post for six weeks and they are currently going through the appraisal process, which gives staff the opportunity to discuss their strengths and any areas that they want to develop. Staff have attended standard training since the pre-school opened, so that they are aware of what to do regarding child protection and food safety. Visual risk assessments are conducted daily for the premises and staff check the safety of resources as they set the room up each day. This ensures that any possible hazards are identified and minimised for children.

The manager has an overview of the educational programme. She goes through each child's baseline assessment with their key person and, together with the deputy manager, carries out an analysis of what this means for each child's progress. This helps to highlight any delays or gaps in children's learning so that staff can fully support each individual child's progress. As part of the self-evaluation process parents have been consulted on their views of the playgroup through a questionnaire and have responded with positive comments. For example, they state that they are really impressed with the quality of care and the high standard of staff. A self-evaluation has been completed by the manager, which identifies the strengths of the playgroup and some plans for future development. However, the self-evaluation is not detailed enough to be fully successful in driving forward improvements and ensuring children's good progress.

The manager and staff work well with parents and keep them up-to-date on children's progress. The staff understand their responsibility to work closely with other childcare professionals, when required, to support any identified needs a child may have.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that a record is maintained for all staff to show they are suitable to work

with children, which includes obtaining an Disclosure and Barring Service check (compulsory part of the Childcare register)

- ensure that a record is maintained for all staff to show they are suitable to work with children, which includes obtaining an Disclosure and Barring Service check (voluntary part of the Childcare register)

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 | EY466438 |
| Local authority | Newcastle |
| Inspection number | 928149 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 30 |
| Number of children on roll | 31 |
| Name of provider | Ladybird's Childrens Nursery Limited |
| Date of previous inspection | not applicable |
| Telephone number | 0191 2136794 |

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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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