

Riverside Playgroup

Riverside Community Health Project, Carnegie Building, Atkinson Road, NEWCASTLE UPON TYNE, NE4 8XS

Inspection date

Previous inspection date

13/06/2014

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

- Teaching is effective. Staff make good use of time and space, so that children benefit from a broad range of interesting activities that incorporate their abilities and interests, and reflect all areas of learning. Therefore, children are motivated and approach their play with enthusiasm.
- The staff form close bonds and secure attachments with the children. The effective key-person system, good partnerships with parents and strong transition arrangements ensure that children are happy and feel emotionally secure in their care.
- The management team clearly have drive, passion and enthusiasm for future improvements. They seek advice from the local authority and wider agencies as, and when, required in their endeavour to improve outcomes for children.
- Staff demonstrate a good understanding of how to safeguard children. This means they are clear about how to respond, should they have concerns about the welfare of a child in their care. Therefore, children are well protected.

It is not yet outstanding because

- There is room to increase children's awareness of numbers within the environment, to further extend their mathematical skills, for example in everyday activities.

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 viewed all areas of the premises, and equipment and observed activities in the playrooms and the outside play areas.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the group, 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

Riverside Playgroup was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Riverside Community Health Project, Carnegie Buildings, Newcastle. The group serves the local community. It operates from two rooms and there is an enclosed area available for outdoor play. The group employs four members of childcare staff. Of whom, three hold appropriate early years qualifications at level 3. The group opens 9am to 12pm, Monday to Friday, during term time. Children attend for a variety of sessions. There are currently 19 children attending who are in the early years age group. The group provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the learning environment to include more opportunities for children to access, see and make use of numbers, and build on their mathematical skills through every day activities.

Inspection judgements

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

Children's progress is very successfully tracked by staff, who are implementing the learning and development requirements of the Early Years Foundation Stage into their practice very well. From the beginning, staff value the importance of gathering useful information about children's starting points from parents. They have a good understanding of how children learn through play, and carefully plan pertinent to individual children. Play is planned successfully, taking into consideration children's interests, age and stage of development, and from robust observations undertaken by staff. The quality of teaching is good. Staff are motivated and committed to ensure each child is offered appropriate care, and supported effectively throughout their time at the group. As a result, children feel happy, settled and make good progress in their learning and development, they learn quickly, and are interested and enthusiastic in their play. Each child has their own 'development file' which is shared with parents to help them understand how well their child is progressing. Children enjoy looking at these, which helps them to feel secure and give them a sense of pride. Activities and ideas are shared between the key person and parents, encouraging them to understand the importance of play in learning. This enables the parents to be actively involved and continue their child's learning experiences at home. Parents are enthusiastic about their children's progress and are keen to share their children's files with visitors to the group. Staff work closely with the host health centre and value the input from all staff members in helping children enhance their skills. Children

with English as an additional language are very well supported. Staff engage with parents to collect familiar words and information about their culture to ensure they are inclusive. This is enhanced as staff within the group speak the children's home languages. The progress check for children between the ages of two and three years is successfully completed, and any gaps in their progress are quickly identified and sensitively shared with parents.

Children's language and communication skills are promoted very well. This is because staff ensure that they are always on the child's level and take time to talk with children. For example, staff encourage and talk to children as they paint, starting with painting on the paper with brushes and extending to adding rice for a different texture. This gives children a huge sense of achievement, giggling as this progresses. Additionally, a good range of singing, action and number rhymes further enhance the language skills of children. Staff talk to children sensitively and clearly, and effectively use signs and symbols to engage with children. This fully supports children in their communication and language skills. Furthermore, children access books independently, all of which continues to support children in their language skills, preparing them for the next steps in their learning and, eventually, the move to school. However, opportunities for children to develop their mathematical skills through every day activities are not always fully maximised.

There is a good balance of play both inside and outside. Children particularly enjoy exploring with jelly, which has spiders hidden inside. Staff engage them outside as they provide a range of activities for individual children. For example, children persevere when trying to use the hula hoop, encouraged by staff until they succeed. This helps to enhance children's physical skills while enjoying the fresh air. Inside, children build with construction sets and play imaginatively with the small world characters. They are engrossed as they play with the doll's house, and staff provide additional resources to extend their interest and play.

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

Children settle quickly because staff provide toys and resources that they know the children enjoy playing with, while meeting their care and learning needs. This is because staff sensitively discuss and record in detail, children's overall needs and starting points with parents. Children form warm and secure attachments with their key person and other staff, and are happy and engaged in their play. This helps to promote their emotional well-being. Parents are kept up to date with their child's progress and care needs. This is successfully achieved by daily discussions, and access to their child's development file, with opportunities to contribute to recording information about their child.

Staff create a welcoming, safe and clean surrounding for children. Colourful displays of children's art work, posters and photographs create a welcoming and stimulating environment, which helps all children have a sense of belonging. Toys, resources and activities inside are attractively presented, and appropriate for their age and ability. Children are confident and make independent choices in their play. Staff use the outdoor area well, ensuring children's learning is optimised because activities and resources

outside, further enhance what is presented inside, supporting children in their all-round development. Children thoroughly enjoy their time outside, benefitting from the fresh air and exercise. Staff understand the importance of creating a relaxed and fun-filled time for children. There are clear routines in place, which help children feel secure. For example, most children's attention is gained by staff talking to them and explaining the time. Children begin to understand that at certain parts of the day they need to tidy toys away, such as before playing outside. They show good levels of care towards toys and resources, carefully placing items in their correct storage places. Children's behaviour is good and their self-esteem is high.

Staff are good role models and oversee children's hygiene routines, such as hand washing. Effective nappy changing procedures, and the general cleaning of the toys and equipment, help to promote the good health of children and prevent the spread of infection. Children enjoy a good range of healthy snacks, which are served to children in a social group and enhance children's independence skills. For example, they pour their own drinks and select their own fruit. Staff use this time extremely well to develop social skills and widen children's understanding of healthy eating. Furthermore, children are provided with a good range activities and experiences to help them learn about keeping safe. For example, children understand how to use the toys with consideration for others and their safety.

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

The group has good systems in place for safeguarding the children in their care. The safeguarding procedures are clearly outlined in the policy. There is a strong partnership with the relevant agencies, to ensure children's ongoing well-being and protection is maintained effectively. Other policies and procedures, such as behaviour management, support staff to take appropriate steps if issues occur. The recruitment and selection of staff is robust and rigorous, and all relevant checks are completed. Staff attend regular meetings, and there is a detailed and thorough performance management system in place. This encourages and identifies areas for self-development and training needs.

The staff offer a good range of learning experiences for children, enables them to make good progress relevant to their starting points. The manager monitors the educational programme and children's progress, by checking learning files, observing staff and regular team meetings. The group's self-evaluation, and how this is used to assess children's learning and development, and the overall quality of teaching and practice is thorough, reflecting the groups aims and the management's vision for the group. This means staff effectively identify any areas for improvement, and monitor whether improvement and any changes made are successful in improving the provision for children.

Partnership working with parents is very positive, and staff's approach is welcoming and supportive to them. The key person information is displayed and the children's individual learning journey files are accessible on a daily basis for parents. Daily contact by parents enables them to share information, so staff keep updated on any changes. The parents have regular newsletters and information sheets, ensuring they are kept informed about

what is happening in the group, and the activities provided. The group displays and notice board provide additional information for parents. Parents comment that they are very happy with the group. They feel that children are making progress and 'run in and don't want to come home'. Effective multi-agency working and partnership with parents, ensures all children are given good levels of support to meet their varying and individual needs. Relationships with other professionals are well established. They share a wealth of information to ensure that children needs are met and that the whole family is supported.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY460863
Local authority	Newcastle
Inspection number	930910
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	19
Name of provider	Riverside Community Health Project
Date of previous inspection	not applicable
Telephone number	0191 226 0754

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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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