

Cullercoats Methodist Church Playgroup

Cullercoats Methodist Church, Broadway, Cullercoats, NE30 3LJ

Inspection date	17/06/2014
Previous inspection date	11/10/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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

- The playgroup has a good relationship with parents, meaning that they work together to support the overall care and learning needs of the children.
- Children are very happy in the playgroup. They settle quickly, developing good relationships with their key worker and other staff.
- Children are safe in the playgroup because there are good procedures in place to ensure the safety of children at all times.

It is not yet good because

- There are occasions when planned activities are not fully matched to children's individual needs or stage of development. As a result, on some occasions, they lack a good level of challenge.
- Behaviour management strategies are not always effective in helping children to learn how to manage their behaviour.
- Children are not always able to follow their own emerging interests; this is because on some occasions, the range of resources is not wide enough to fully engage all children.

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.

Inspection activities

- The inspector toured the playgroup with the manager.
- The inspector observed activities in the indoor and outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the playgroup.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and the qualifications of staff working with children, and the playgroup's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Elizabeth Fish

Full report

Information about the setting

Cullercoats Methodist Church Playgroup was registered in 1999 on the Early Years Register. It is situated within Cullercoats Methodist Church in the Cullercoats area of North Shields and is managed by a committee. The playgroup serves the local area and is accessible to all children. It operates from a room within the Methodist Church and there is a grassy area at the front of the church for outdoor play. The playgroup employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and above. The playgroup opens Monday to Friday, term time only. Sessions are from 9.15am until 11.45am. Children attend for a variety of sessions. There are currently 22 children attending who are in the early years age group. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- plan challenging and enjoyable learning experiences that takes into account the needs, learning styles and stage of development of each child, ensuring that this is implemented through purposeful play and adult led activities
- monitor the effectiveness of behaviour management strategies, enabling children to learn how to manage their own behaviour, to meet the expectations of the playgroup.

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

- increase the range of resources available for children to access, to enable them to make independent choices, follow their own emerging interests and engage in their learning.

Inspection judgements

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

Children enjoy a suitable range of experiences across the seven areas of learning, both indoors and outdoors, which are planned to support children's interests. For example, staff plan activities with construction vehicles, to support children's ongoing fascination, sparked by a visit to a construction site. This engages children, who enjoy bringing different construction vehicles over to a member of staff. Staff carry out regular observations and assessments, which are generally matched to age related expectations. This helps them to identify some areas where further support is needed. They use this

information to plan activities for the children. However, this is not sufficiently rigorous to ensure all activities provide an appropriate level of challenge. For example, there is too much emphasis on the recognition of numbers with younger children, who need to consolidate counting skills. The playgroup works with other agencies, to incorporate targets for children with special educational needs and/or disabilities into the planning. They also develop a good relationship with parents, and they use a variety of methods to communicate with parents. Staff share information about children's learning. Parents are also encouraged to share information about what their children have been doing at home.

Staff in the playgroup demonstrate a suitable understanding of how to support children's learning. They work alongside the children and engage in their play. They observe children, and give children the space and time to explore things for themselves. For example, staff give children time to play with a castle and make up stories before intervening to extend their play further. Staff comment on what children are doing as they play, promoting further learning. The playgroup places an appropriate emphasis on the development of communication and language. Staff use different strategies, such as working at a child's level, to support communication. In addition, language is generally altered to suit the different needs and stages of the children. For example, staff use more probing questions with older children, encouraging children to explain their thinking. They make time to listen to younger children, and repeat and rephrase what they have said. This helps to extend children's language and communication.

Staff place an appropriate emphasis on the development of physical skills. Opportunities are planned for children to learn how to use knives safely, as they butter their bread or fold it to make sandwiches. Children demonstrate good control as they hold pencils correctly to draw around numbers. This supports the development of small muscle skills. Children also enjoy using the climbing frame or slides. They twirl ribbons as they move around outside too. This supports the development of large muscle skills and helps children to develop skills which prepare them for school. Children enjoy joining in with number rhymes. They use their fingers to count as they work out how many sausages are left in the pan. This helps children to develop an understanding of number.

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

Staff have a suitable understanding of how to support children's behaviour. On most occasions children's behaviour is managed well, although, there are times when staff focus on the negative aspect of behaviour and strategies are inconsistently implemented. For example, they tell children 'not to run', which children do not always respond to. However, when staff use a positive approach, such as 'we walk in the corridor' children take this on board and alter their behaviour accordingly. Children learn to play alongside other children; they are reminded to share resources, and staff explain patiently that they must give resources back to children who were using them and wait for their turn. Consequently, children begin to play well with others. These skills prepare children for school. Children have a suitable awareness of how to keep themselves safe, as they learn how to leave the building in an emergency because they practise fire evacuation regularly. They also know that they must only leave the room when an adult is present. In addition, children learn how to line up when getting ready to go into the cloakroom or to go

outside. They also learn how to use tools, such as knives, safely.

Children are happy and settled in the playgroup. Staff are caring and recognise the needs of individual children. Parents comment that their children love coming, and feel that the staff are very friendly, caring and approachable. Children have developed good bonds with the staff and are emotionally secure. They demonstrate this as they seek out adults to sit with as they listen to story. Children have a sound relationship with their key person, who demonstrates a secure understanding of children's individual learning and care needs. For example, the key worker responds quickly when children show signs of becoming restless, taking them outside, so they have the time and space to be active. Children settle into the playgroup quickly. Staff find out important information, including children's interests and their individual care needs. Children attend some sessions with their parents. Parents are then encouraged to leave their children in the playgroup for short periods of time. This is gradually extended as children demonstrate that they feel more confident. Staff find out about children's individual learning and care needs, so that these can be met within the playgroup. The staff have a suitable understanding of how they can help children settle into school or nursery. They talk to school staff about children's likes and dislikes, and pass on learning records. This helps children to settle into school.

Children play in a suitably organised environment, both indoors and outdoors, which has been arranged to reflect the current interests of the children in the playgroup. Staff set up different learning experiences for the children to access based on these interests. However, this does not always support children to make independent choices, or enable them to follow their own individual emerging interests, because not all resources are freely available. The playgroup encourages independence throughout other routines, as children are encouraged to butter their own bread and fold it to make sandwiches. Children have regular access to the outdoor environment. They have the time and space to be active, as they kick balls or pretend to be police cars or fire engines. Children learn about healthy lifestyles, demonstrating a good understanding of health and hygiene as they wash hands before snack and meals. A healthy diet is promoted as children enjoy a balanced diet with plenty of fresh fruit and vegetables.

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

The manager and her staff have a sound understanding of her responsibilities in meeting the welfare, and learning and development requirements of the Early Years Foundation Stage. The manager, staff and students understand their responsibilities in relation to safeguarding. They have attended up-to-date safeguarding training and they demonstrate a suitable understanding of what they would do if they had a concern about a child. Policies and procedures are well written, easily accessible and reflected in the running and organisation of the playgroup. The manager ensures staff are familiar with the policies by talking about them regularly and reviewing them together. There is a rigorous security system for entry to the playgroup, and children and visitors are signed in and out. This is enhanced by daily risk assessments, which ensure all the areas of the playgroup are checked and hazards identified. There are suitable recruitment and induction procedures in place, and all staff and students have appropriate suitability checks carried out.

The manager and staff demonstrate a suitable commitment to improving the playgroup and have worked hard since their last inspection to address the actions raised. There has been a reorganisation of staff to ensure that there is a suitably qualified deputy. All records are easily accessible and confidential information is securely stored. There have been additional locks placed on doors and the identity of all visitors are checked to ensure only authorised visitors can access the playgroup. The manager undertakes regular staff supervisions and appraisals. In addition the staff have improved observation and assessment to provide planned, purposeful play, with the help of the local authority. They also use routine assessments and the progress check for children between the ages of two and three years to identify strengths and areas where progress is less than expected. Children have regular access to the outdoor area as they play on the grassy area or the paved areas to the front of the building. They are also able to use the large hall indoors when it is not appropriate to go outside. Arrangements for the safe administration of medication have been improved. There is now written permission recorded for specific medicines and staff are appropriately trained where the administration of medication requires technical knowledge.

The staff have a good relationship with the local authority and are in the process of updating their action plan. They have identified some priorities for improvement, including developing their planning of activities. They recognise the importance of professional development and have arranged training to update their first-aid qualifications. The manager monitors assessments of children's progress and highlights gaps in achievement. Appropriate interventions are generally planned, although there are times when this is not sufficiently rigorous. She carries out regular supervision meetings with staff, where they discuss their strengths and highlight training needs. The manager observes staff regularly and monitors the quality of teaching and learning through ongoing observations and monitoring.

Partnerships with parents are good as staff do a verbal handover at the beginning and end of the day. Electronic messaging is also available for parents who prefer this method of communication. Parents comment that their children are very happy in the playgroup, and know what their children have been doing. The playgroup has a suitable relationship with the staff in nearby primary schools, and they share learning records with them before children start. Many schools talk to the playgroup staff beforehand to find out more information. The playgroup has a good relationship with health professionals, such as speech therapists. This means that staff can plan appropriate interventions to support children with special education needs and/or disabilities.

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	310232
Local authority	North Tyneside
Inspection number	963123
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	22
Name of provider	Cullercoats Methodist Church Playgroup Committee
Date of previous inspection	11/10/2013
Telephone number	0191 251 5801

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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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