

The Playgroup @ Archibald First School

Archibald First School, Archibald Street, NEWCASTLE UPON TYNE, NE3 1EB

Inspection date	16/09/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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 cared for in a safe and secure environment because staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. In addition, they use good teaching skills to support children's understanding of keeping themselves safe.
- Staff make good use of strategies, such as signing, to support children's communication and language skills.
- Partnerships with parents are good to support children and ensure good quality information is shared to promote their learning and development successfully.
- Staff are highly motivated and enthusiastic in their approach to caring for children. Therefore, relationships between the children and staff are good, fostering a strong sense of belonging and ensuring that children are confident learners, who enjoy their time at the playgroup.

It is not yet outstanding because

- There is further opportunity to enhance and develop children's early writing skills in the indoor and outdoor learning environment.
- Children do not always have sufficient opportunities to explore living things and learn about the natural world by using additional resources in the outdoors.

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 observed activities in the playroom and the outside learning environment and looked at a sample of children's assessment records and planning documentation.
- The inspector held meetings with the manager of the provision and conducted a joint observation with her.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and their own improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from written information provided by them.

Inspector

Anthea Errington

Full report

Information about the setting

The Playgroup @ Archibald First School was registered in 2014 on the Early Years Register. It is privately owned and operates from a pre-fabricated building within the school grounds. The playgroup opens Monday to Thursday, from 9am until 3pm, term time only. Children are cared for in one room and have access to an enclosed outdoor play area. There are currently 16 children on roll in the early years age range. The playgroup receives funding for the provision of free early education for two- and three-years-old children. The playgroup supports children, who speak English as an additional language. There are currently four staff working directly with the children. Three of the staff have appropriate qualifications at level 3 and above. The playgroup receives support from the local authority.

What the setting needs to do to improve further

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

- provide a wider range of resources both indoors and outdoors to encourage further exploration and experimentation with early writing skills
- enhance the use of the outdoors, so that children have rich opportunities to investigate and explore the natural world or observe things closely through a variety of means, such as using magnifiers to scrutinise things and trowels to dig with.

Inspection judgements

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

The manager and staff demonstrate a good knowledge of the Early Years Foundation Stage. They know how to support children's progress and development through providing a range of stimulating activities, which incorporate the prime and specific areas of learning well. Staff plan age-appropriate activities to support children's learning, which effectively focus on their interests and individual needs. For example, because they know children love to play with small-world figures, they plan appropriate activities to sustain their interest further. Staff demonstrate a good knowledge and understanding of the prime and specific areas of learning and how children learn through play, therefore, teaching and learning are good. Each child has an individual file containing observations, photographs and examples of their work. This information is linked to the areas of learning and identifies next steps. This ensures that staff have a good knowledge of children's individual strengths and weaknesses and know where to provide additional support if required. Children, who speak English as an additional language, are well supported in their use of English too. For example, staff use sign language throughout the playgroup, in addition to verbal communication, to further enhance and support all children in their

communication skills. Formal meetings take place with parents and key persons to discuss children's progress. Regular reports and the required progress check that takes place for children between the ages of two and three years, include the knowledge parents share of their children's achievements. Therefore, children benefit from the consistency of this shared approach.

Staff members are skilled and actively involved in children's play as they model language and extend their vocabulary by introducing new words. They skilfully read stories to children and encourage their participation to support them in understanding of how print has meaning. Staff ask them to describe what is taking place in the pictures and discuss the meaning of the words with them. For example, they discuss the meaning of the word 'author' displayed on the front cover of the book. They instigate conversations with children to support them further in their communication skills. For example, they ask children to describe how the sand they play with feels and introduce words, such as long and short, to describe the models children make. Children use good descriptive language as they describe the sand as feeling 'cold and tickly' and gain an understanding of shape and size as they construct using the connectable shapes. Members of staff continue to use good teaching skills as they ask children to compare portions of fruit. They use purposeful questions, such as, 'is this more than, or less than?' as children study the portions of cranberries at snack time. Children display a good understanding and are developing their proficiency with early mathematics as they correctly identify the groups. They clearly love imaginative play and enjoy to dress up in the various colourful costumes. They make links, choosing ways of doing things for themselves as they place the small-world farm animal figures into the barn. Staff encourage their language further as they ask them to identify the various figures they play with. Children have some opportunities to practise their early writing skills as they choose to paint indoors. However, these are limited and do not extend into all areas, including the outdoor area and role-play areas. Therefore, children are not exploring early writing opportunities to the maximum potential.

At all times, staff members are extremely sensitive to children's needs and provide them with kindness, praise and encouragement to support them to have a go for themselves. This raises children's confidence and self-esteem and motivates them in their learning. Children are provided with good opportunities for exercise and fresh air as they access the outdoor environment. Here, they engage in energetic play and practise their balancing skills on resources, such as the wooden crates and planks. This provides them with good skills to develop and gain control of their bodies. Children display an interest in the outdoor environment as they discuss the weather as being cloudy and gently stroke the leaves on the surrounding bushes to explore how they feel. However, they do not always have access to a wide range of resources that facilitate highly stimulating opportunities to explore and investigate living things. Therefore, they do not gain the optimum level of understanding about the natural world around them. Indoors, children enjoy group activities, such as welcome times, where they enthusiastically sing together. This helps to ensure children feel welcome and provides them with good opportunities to interact and continue to develop their social skills. Overall, children demonstrate an enthusiastic approach to learning, which supports them well in developing the key skills they need for the next steps in their learning and to be ready for school.

Partnerships with parents are well established and staff ensure that they are kept well

informed about their child's learning. Parents contribute to the initial assessment of their children's starting points on entry and share information on their child's individual needs, likes and dislikes. Staff use this information effectively and due to this, know all children well. They provide verbal feedback to parents at the end of each session, in addition to completing daily diaries to ensure they are kept fully up to date about their children's day. Parents' involvement in their child's learning is a key strength of the playgroup. For example, staff value parents' contributions in children's learning journals, which support them in planning further activities to progress their learning. Parents spoken to at the inspection, in addition to written comments provided by them, state that they are kept well informed of children's progress through daily conversations. They thank staff for being so supportive and helpful with ensuring that their children's first time away from home is smooth. Good working partnerships continue to develop with the host school and staff have effective links with teachers when delivering and collecting the children. This enables them to support children in their continuous learning and development.

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

The playgroup provides a warm, welcoming and stimulating environment for children, which supports their all-round development and emotional well-being. Each child has an assigned key person, who is responsible for their development, routine care practices and liaison with parents. As a consequence, children develop close attachments to members of staff in the setting. For example, children seek cuddles and reassurance and as a result, they are happy, settle well and enjoy their time at playgroup. Parents are asked to provide purposeful written information, which is then displayed on the children's 'information tree' document, describing their child's interests, likes, dislikes and family members. Consequently, children are supported well when starting the playgroup because staff know them well. This continuity of care provides a firm basis for children to start to enjoy their learning and enables staff to foster their emotional well-being from the onset. As a result, children settle quickly in this warm and welcoming environment and develop a strong sense of belonging. This equips them well emotionally for future moves onto school because they become confident and independent children. Additionally, good relationships with local schools also help to ensure a smooth move as children continue their education.

Staff use regular praise and encouragement throughout the session. They are calm and responsive towards all children, displaying kindness and concern. This supports children's self-esteem well and as a result, they are happily engaged and behaviour is good. There is a wide range of good, clean and age-appropriate resources for children to choose from, which they confidently select. Children are becoming aware of and responsible for their own safety. Together, they sing songs with staff about travelling safely in cars and discuss how seatbelts must be fastened. They practise emergency evacuation procedures on a regular basis. Also, timely gentle reminders from staff, such as, reminding them to sit correctly on chairs, all helps children to gain an understanding of dangers and risk and how to manage these for their own safety and that of others.

Children are beginning to learn about healthy lifestyles as they have access to regular

outdoor play and fresh air and enjoy healthy and nutritious snacks. They enjoy freshly prepared, well-balanced and nutritious snacks and relish the independence of serving the snacks themselves. For example, they carefully pour out their own milk, demonstrating good physical control as they avoid spilling any. They discuss how the fruit they enjoy is good for their tummies. They have access to regular drinks and select their own water drinking bottles when they become thirsty, which helps to prevent them from becoming de-hydrated. Outdoor, physical activities are provided to ensure that children can be physically active and further develop their coordination skills. For example, they purposefully wave the colourful ribbons around them and perfect their skills in balancing on the wooden beams and pallets. Consequently, children's physical skills are well provided for in the outside learning environment.

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

The manager and staff team have a good understanding of the Early Years Foundation Stage. There are detailed policies and procedures in place and all staff demonstrate a thorough knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Risk assessments and daily health and safety checks are completed to ensure that the environment is free from hazards and to minimise the risk of harm. There are secure procedures for recruitment and vetting of all staff working with children. All staff have attended the relevant safeguarding and first-aid training. Staff understand the policies and procedures, recognising the safety of children is of paramount importance. This means that children are well protected.

The manager has high expectations of staff and this ensures that they are familiar with their day-to-day role and responsibilities. Ongoing staff development is encouraged and support is given to undertake further training. This has a positive impact on staff's knowledge. For example, staff have all recently completed safeguarding training and demonstrate a clear understanding of the procedure to follow should they have any concerns about children's safety. The staff team demonstrate an enthusiasm for their work with a commitment to improving achievement for children. They undergo regular monitoring and evaluation of their service to ensure that the playgroup continues to meet the needs of the children and parents. For example, they work closely with the local authority in producing a focused improvement plan and note their own actions in notes taken at staff meetings. Recent changes include the improved organisation to the playgroup routine to ensure children have increased opportunities to be active. The playgroup is committed to listening and responding to parents' views and comments. Parents are asked to complete regular questionnaires and they are encouraged to leave their comments in the suggestion file. Information is collated by managers and included in the plans for improvement. Effective monitoring of the educational programmes ensures that a varied range of experiences are planned and provided to help children make consistently good progress in all areas of learning. Staff observe and note children's achievements in a development record, which enables them to assess children's learning and plan a suitable range of challenging activities based on their interests and abilities.

Partnership with parents is good and they speak highly of the setting. They are very

complementary about the care and education their children receive. Daily verbal feedback is given to parents, which ensures that they are fully informed about their child's day. Regular newsletters ensure that they are kept informed about what is happening in the playgroup and of the activities provided. There is a notice board, which provides additional information regarding current themes and plans. The staff team understand the importance of working in partnership with other providers and the host school. Therefore, effective systems are in place to support children in their learning and development as they continue with their education.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY475457
Local authority	Newcastle
Inspection number	961548
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	16
Name of provider	The Playgroup @ Archibald First School Limited
Date of previous inspection	not applicable
Telephone number	07460295063

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

