

Footsteps to Nunsmoor

Nuns Moor Centre, Studley Terrace, NEWCASTLE UPON TYNE, NE4 5AH

Inspection date

Previous inspection date

19/09/2014

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 good because of staff's positive interaction. Children are achieving well and are motivated and keen to learn. They explore confidently and play purposefully. Consequently, they are developing skills they need to support the next stage in their learning.
- The enthusiastic and caring staff team ensure that good relationships between children and themselves are well established. Consequently, children form strong bonds and they are happy and settled.
- Staff create a bright and motivating environment, both indoors and outdoors and offer an inclusive and welcoming service for all children. They praise and encourage them throughout the session to support their emotional well-being.
- Staff have a good knowledge and understanding of their role and responsibility with regard to protecting children in their care from abuse and neglect. This ensures that safeguarding requirements are met to promote the safety of children.
- Children's welfare needs are well met through effective partnership working with parents. Parents are extremely positive about the care their children receive and the good progress they make.

It is not yet outstanding because

- Adult-initiated activities are occasionally too long and do not take into account the needs of all the 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.

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 the children and their activities, both indoors and outdoors.
The inspector looked at children's development records, planning documentation,
- evidence of suitability of staff working in the playgroup and a range of other records, policies and procedures.
- The inspector conducted a joint observation with the nominated person.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Lynne Pope

Full report

Information about the setting

Footsteps to Nunsmoor was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a charity and. It operates from the Nunsmoor Centre in the West of Newcastle upon Tyne. The playgroup opens five days a week from 9.15am until 12.15pm during term time. Children attend for a variety of sessions. Children are cared for in one playroom and have access to an enclosed outdoor play area. There are currently 13 children in the early years age range. The playgroup receives funding for the provision of free early education for two-, three- and four-year-old children. The playgroup supports children, who speak English is an additional language. There are currently three staff working directly with the children, all of whom have an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- improve adult-led group activities, so that they are flexible and responsive to children's ability to concentrate and engage, for example, by considering shorter activities or smaller group sizes.

Inspection judgements

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

The playgroup is a friendly, welcoming and lively setting. Staff have a good understanding of the Early Years Foundation Stage and use this knowledge to support children's learning and development. The quality of teaching is good because staff are well deployed and interact effectively as children are playing, using a good range of strategies to support them. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and eventually, school. When children start at the playgroup, staff observe them closely to assess what they like doing and to plan interesting activities that encourage each child's development. Ongoing observations inform the planning each week, as staff use what they know about children's interests to plan the next step in their learning. Staff frequently update tracking information that plots the progress children make against each of the areas of learning and development. The progress check for children aged between two and three years is completed and shared with all relevant partners. This ensures that early intervention services for children, who might need additional support, are engaged swiftly and effectively.

Children are in the early stages of settling into playgroup after the school holidays. Staff greet them with enthusiasm on their arrival and give them praise as they settle happily and choose what they would like to do. This means that children feel valued and their emotional well-being is supported. Staff are very good facilitators of children's learning as

they join in enthusiastically, which stimulates their imagination. For example, they join in with their play as they make some gloop. Staff quickly adapt the activity to accommodate what children want to do as they pour the corn flour into the tray. They engage children in feeling the corn flour and describing what it feels like, before they add water and demonstrate how it changes and what they can do with it now. To prolong children's interest, staff add more resources as the activity goes on. For example, they add some glitter and later some toy cars for children to push through it. Children, who are hesitant to touch the mixture, are reassured that it is fine to just observe. Teaching is good as staff promote children's communication skills in a variety of ways. Staff take the opportunity to ask children what the toy animals in the tray are called. When children are unsure, they name them and this leads to children repeating the words. Similarly, when staff blow bubbles for children, they run round trying to pop the bubbles and keep repeating the word 'bubbles', after staff have said it. Consequently, their range of vocabulary is constantly growing. For children with English as an additional language, sign language is used when singing rhymes. Also, pictures of different areas and activities are used, so that staff can show them to children and help them to understand what is being said. For example, at snack time, some children do not come to the table. When they are shown the picture of fruit, they quickly respond and join their peers. Several languages are spoken across the staff team, so they are able to communicate with children in their own language. If staff do not speak the child's language, they ask parents to provide them with key words that they can use to help their understanding. The use of group sessions, such as singing and story time, helps to develop children's social skills. Children enjoy choosing a book and turning the pages as they look at the pictures. They are developing an appreciation for certain rhymes and enthusiastically request the ones they enjoy the most. However, though these interactions are generally enjoyed, the group time does not fully engage all children's attention as it continues for slightly too long.

Parents are warmly welcomed into the playgroup by the approachable staff. Strong relationships are developing, which engage parents in their children's development and learning, both in the setting and at home. Staff complete a daily sheet that informs parents about what children have been involved in. They chat to them as they drop off and collect their children. Parents are involved in children's learning through the provision of activities to carry out at home, such as taking home a book that their child has enjoyed. Staff seek parents feedback when they return and use any useful information, to plan the next steps for the child.

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

Key aspects of children's well-being are good. The playgroup has an effective key-person system, which helps to promote the children's emotional well-being and independence, as well as ensuring a regular two-way flow of communication with their parents. Staff are caring and kind and deliver good levels of care. They interact positively with children as well as parents and build good relationships with them to help them to feel secure. Children settle well because the playgroup has effective settling-in procedures. They come for short sessions over the first week, which builds up to attending full sessions in their second week. Consequently, children soon relax, enjoy trying new experiences and investigate the play opportunities. Children are encouraged to build positive relationships

with their peers and develop good social skills as they play well together, share and take turns. They learn about the boundaries that are set for appropriate behaviour and respond to staff's guidance. They encourage them to tidy up, so that they learn about being responsible for the resources that they use. Staff give timely reminders to children to help them learn how to keep themselves safe. For example, they caution children not to run in an area that has been identified as being slippery outside.

The environment is stimulating, well resourced, warm and welcoming. Staff efficiently set up the playroom each day ensuring that toys and resources are of a good quality, age appropriate and easily accessible to the children. They are well supervised by staff and are given a choice about where they want to carry out their play. The door is opened into the garden once all children have arrived and they are able to explore their secure environment freely and with confidence. Children's physical development is positively promoted. They roll and throw balls to each other both inside and in the garden. They enjoy the freedom of moving round the open space outside as they push themselves round in push along cars and practise their balancing skills on some stilts. Children's health is well promoted because the playgroup follows good hygiene procedures and practices, which meet their physical, nutritional and healthcare needs. Children are beginning to learn about healthy lifestyles. At snack time, they are given a choice of different fruits and choose whether they would like water or milk to drink. Prior to the summer holidays, children planted different vegetables in the garden and now enjoy picking them, so that they can have them with their snack. This means that children learn about where different foods come from.

Staff have effective systems in place to support children in preparing for their eventual move onto school. Through discussion, staff demonstrate a good understanding of how to prepare children for their next stage in learning. They state they will be teaching them about different letters, so they will learn about what their name starts with and the other letters in their name. Plenty of mark-making activities are evident as part of early writing skills. Staff also plan to promote children's self-care skills by helping them to be independent in using the toilet and putting their own coats on and taking them off. This encourages confidence and helps children to be emotionally well prepared for the move. When it is time for children to move, staff complete a transition form that informs the new setting about children's learning and development. This promotes continuity for children in their learning.

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

Children are effectively protected from harm through the safeguarding policy, which is fully understood by staff. The safety and well-being of children are effectively prioritised at all times, with all staff clear about the signs and symptoms that may indicate abuse. Excellent adult-to-child ratios are maintained and staff are very well deployed, ensuring that children are well supported in their play and learning. Robust procedures are in place for recruitment and selection of new staff. There are induction procedures in place and regular supervision meetings to ensure that staff remain suitable for the post. This ensures that staff practice and the quality of teaching are monitored well and training

needs are identified and courses are taken up as required. Training is chosen, so that it has a positive impact on the quality of the provision, with core courses, such as safeguarding, being part of the induction for new staff. All documentation relating to the safeguarding and welfare requirements is completed to a good standard and firmly underpins the safe and effective running of the playgroup.

Good processes are in place to monitor children's overall progress in their learning and development. Staff track children's progress once a term on an assessment sheet that clearly shows how they are making progress in the seven areas of learning overall. These are monitored by the playgroup leader and her line manager, who is the nominated person, to identify whether there are any delays or gaps in children's learning. Self-evaluation is in the early stages of being set up. However, staff have been proactive in identifying areas that they feel would benefit from improvement. For example, they have ordered new noticeboards, so that children's work can be displayed and a laptop has also been ordered, so that they can learn how to work simple programmes. Parents are consulted about their views on the setting through the use of a questionnaire and staff ask for their feedback after parental consultations, so that they can find out their views on their children's progress.

Staff build positive relationships with parents and talk to them on a daily basis about their child's achievements and well-being. They share any issues or concerns to ensure that children are swiftly given additional support where needed. For example, they are vigilant in identifying any developmental delays, so that they can discuss how to provide extra input swiftly, which helps children to catch up with their peers. Parents particularly comment on how well their children have settled and state that they are happy with their progress so far. They feel confident to raise any concerns that they might have with the staff.

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	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	EY476228
Local authority	Newcastle
Inspection number	968431
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	13
Name of provider	Footsteps Children's Service Ltd
Date of previous inspection	not applicable
Telephone number	0191 226 7955

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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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