

CHADCA Playgroup

Hanover Close, Newcastle-upon-Tyne, Tyne and Wear, NE5 1EG

Inspection date

14/10/2014

Previous inspection date

10/03/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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| 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

- The quality of teaching is consistently good. Staff provide a broad range of stimulating and interesting activities for children and extend their learning well through effective questioning, explaining and enabling children to explore their own ideas.
- Children thoroughly enjoy their time at this welcoming and supportive playgroup and they show, through their play, that they feel safe and secure. They are confident learners and form strong bonds with staff and their peers. This promotes their well-being very effectively.
- Children are well safeguarded, due to robust recruitment and vetting procedures, and staff understand their roles and responsibilities in protecting children in their care.
- Parents are warmly welcomed into the playgroup by all staff. They share good quality information about their children, which is used well to support children's all-round development.

It is not yet outstanding because

- Staff have not fully considered how to maximise boys' interest in activities that help to develop their early writing skills.

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 throughout the playgroup, in both indoor and outdoor spaces.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to one of the playgroup directors, the playgroup leader, staff and children throughout the inspection.
- The inspector took account of the views of parents and carers, spoken to on the day, and information from parental questionnaires.
- The inspector checked evidence of the suitability and qualification of practitioners working with children and the provider's self-evaluation.
- The inspector carried out a joint observation with the playgroup leader.

Inspector

Janet Fairhurst

Full report

Information about the setting

CHADCA playgroup was re-registered in 2008 and is on the Early Years Register. It operates from CHADCA community centre, located in the west of Newcastle upon Tyne, and is managed by a community interest company. The children are cared for in one main room with access to a smaller room, toilets and an enclosed outdoor play area. The playgroup is open from Monday to Thursday, 8.45am to 11.15am and also on Wednesday and Thursday afternoons from 12.15pm to 2.45pm, term time only. Most children attending live in the local and surrounding areas. There are currently 37 children attending who are in the early years age group. The playgroup employs eight members of childcare staff. All hold appropriate early years qualifications at level 3. The playgroup provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance the already good range of resources, to engage more effectively the few boys who show little interest in learning to write, for example, by providing clip boards, twigs, containers filled with coloured paint and larger sheets of paper.

Inspection judgements

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

Children benefit from being cared for by an enthusiastic and highly committed staff team, who demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. Staff skilfully use information from their observations to pursue children's interests and plan activities and experiences to support them with their next steps in their learning. Children's individual needs, interests and learning styles are fully recognised and respected by all staff. They successfully adapt the activities to ensure that all children are able to participate at a rate best suited to their individual stage of development. Effective tracking enables staff to carefully monitor progress over time and ensure children get additional support, if needed. Learning journals are used across the playgroup, providing a continuous record of children's involvement in their learning and are shared regularly with parents. As a result, parents are actively involved in their children's learning. Their views about their children's abilities and interests provide staff with valuable information about their child's starting points and ongoing development. Parents are kept well informed about their children's progress and next steps through discussions with staff, opportunities to look at their child's learning journey and written assessments. This includes staff completing and discussing the progress check for children aged between two and three years.

Teaching is good because staff know the children well and have high expectations for

them. Staff provide a wide range of well planned, stimulating activities that capture and maintain children's interest. They make learning fun and so children enjoy coming to the playgroup. This is reflected in the confident way that they separate from their parents and carers and how quickly they start learning. Many find their friends and start to plan their learning the minute they enter the building. As a result of the children's enthusiasm for learning and the good quality support from staff, all children make very good progress and are ready for the next stage in their learning, including going on to nursery or school. Staff support children's communication and language development well. They adeptly consolidate and extend children's speech and vocabulary, as they encourage them to talk about what they are doing, what they can see or feel or to recall their experiences. Children are clear about their learning and frequently talk with confidence about this, sharing their ideas willingly. For example, during an autumn-themed creative activity, children were keen to talk and describe the different colours and textures of the leaves, and their knowledge of the changing seasons. Books and stories are a firm favourite. Children listen intently as an adult reads a story pausing to involve them as they sit engrossed and enraptured, joining in with vigour and shouting out their favourite parts.

Children achieve well in their personal, social and emotional development and staff grasp every opportunity to promote their learning. For example, when children help to set the table for snack time, staff ask questions, such as 'are there enough cups?' and 'do we need more or less chairs?' Consequently, children are able to apply problem solving skills to everyday situations, as they become confident with their own ideas. Numerous opportunities for identifying shapes, colour and counting or comparing numbers help children further develop their mathematical skills. Children show positive attitudes across all areas of learning. However, a few boys show little interest in writing and staff have not yet fully maximised ways of engaging them more effectively in this aspect of their learning. Children are curious about and interested in the world around them. They express their thoughts through discussion and creative activity and demonstrate a good level of maturity and understanding. For example, one child explains that the leaves change colour and fall off the tree 'because it's cold and it's autumn time'. When learning new things with an adult, most children are very good at taking turns, although occasionally, due to their enthusiasm, a few children want to intervene and take over from others. Staff are very sensitive at dealing with this and are good at encouraging the less confident to fully participate in all activities. Staff make good use of both the indoor and outdoor spaces to promote children's physical development. Children use hula-hoops, pedal bicycles and practise their balancing and climbing skills. These activities enhance children's learning and development experiences and help build their confidence and knowledge while having fun.

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

Children settle well into the playgroup and are warmly welcomed on arrival. They develop close and caring relationships with all staff and particularly with their key person. Staff are caring and kind, giving lots of cuddles, support and reassurance. This genuine, warm and responsive approach raises the children's confidence and contributes to their overall well-being and emotional security. Staff work closely with parents during the settling-in

sessions, to gain an insight into children's individual needs and daily routines. As a result, staff and children form good relationships and strong emotional attachments. Staff arrive early and work very hard to transform the community hall and outside area into a welcoming and child-friendly environment. Children freely move around the playgroup as they take ownership of their own learning, keen to explore and investigate all that is on offer.

Children have developed good friendships and play well together, sharing, taking turns and showing consideration for each other. For example, an older child shows a new child to the bathroom and helps to roll her sleeves up so she can wash her hands. Good relationships and the consistent use of positive behaviour management and praise help children to develop good self-esteem and to understand how they should work and behave. As a result, children's behaviour is very good. Children respond well to the expectations and requests of staff, play harmoniously and are kind and helpful. They look after their possessions and assist with tidying up and any other tasks. Staff prepare children well, as they move to other settings or school, through stories and discussion. They also invite the school Reception teachers to visit children at the playgroup. This helps to reduce any anxiety children may feel and ensures they are confident about moving on.

Children show that they feel safe. For example, they confidently approach the staff for help with a particularly difficult task or to find a particular toy or resource. They learn how to stay safe as they are shown how to use simple tools, such as scissors, safely. Staff provide children with healthy food choices during snack time and frequently discuss with children the benefits of eating well. Therefore, children's understanding of keeping themselves healthy is well promoted throughout. Children's health and understanding of how to keep themselves safe is enhanced further through the good range of visitors to the playgroup. For example, the dental hygienist talks to the children about how to care for their teeth and the community police officer reinforces the role they have in keeping them safe. Children use both the indoor and outside spaces with growing thought to their own and others' safety when riding the tricycles and using the climbing equipment.

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

Children are fully safeguarded. The playgroup leader and staff understand their responsibilities to protect children from harm. Staff access relevant safeguarding training and implement robust safeguarding policies so they effectively monitor children's welfare and take prompt, appropriate action if they have any concerns about a child. The playgroup's safeguarding policies are made available to parents and reflect current local safeguarding procedures. Vetting and recruitment procedures are robust, resulting in a well-qualified and committed staff group. Other procedures to further protect children, such as risk assessments, robust arrival and departure arrangements and seeking all necessary information at registration are thoroughly carried out. A comprehensive induction programme is followed to support new staff and ensure they have a good understanding of their roles and responsibilities. The playgroup has effective arrangements for supervision and appraisals. This enables staff to discuss individual

children's progress, address any issues and accurately identify training to support their own professional development, promoting the interests of children.

The playgroup leader has effective systems in place to monitor the effectiveness of the educational programmes. She works closely with staff to assess the quality of teaching and learning to ensure children are effectively supported in their learning. For example, peer-on-peer observations are well established to enable staff to provide feedback to each other about their practice. Systems are in place to track children's progress and, where children may need additional support, activities are planned to meet each child's needs. As a result, any gaps in children's learning are quickly identified and addressed. Partnerships with parents are very good and parents comment on the positive support and the approachability of all staff. Parents are kept fully informed about children's progress through regular newsletters, parents' evenings and daily discussions. They also take home the playgroup bear and record his adventures in a diary and through photographs. Parents use words, such as amazing and brilliant, when describing the relationships between staff and children and the quality of the educational programme provided. Partnerships with local schools and childminders are equally well-established and significantly enhance children's all-round development. The playgroup leader also attends regular meetings with other local early years providers to share ideas, training and good practice, which helps them maintain the good quality care and learning they provide for children.

Good methods of monitoring and self-evaluation are established. These are used effectively to identify strengths and areas for improvement. The playgroup leader has high expectations and communicates this effectively to staff. She values their contributions and so there is a strong sense of adults working together for the benefit of the children. The staff have successfully addressed the recommendations made in the previous inspection. For example, they have improved planning, which means learning objectives for children are sharper, and assessments gives staff an accurate picture of children's progress, so work can be planned accordingly. Furthermore, the developments made to the outdoor area now give children more opportunities for fresh air and physical play.

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

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| Unique reference number | EY372282 |
| Local authority | Newcastle |
| Inspection number | 858115 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 26 |
| Number of children on roll | 37 |
| Name of provider | CHADCA Playgroup Partnership |
| Date of previous inspection | 10/03/2009 |
| Telephone number | 07505419903 |

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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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