

Kingston Park Playgroup

Kingston Park Community Centre, Brunton Lane, Kingston Park, Newcastle Upon Tyne, Tyne and Wear, NE3 2SW

Inspection date	22/10/2014
Previous inspection date	05/12/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 and learning is consistently good. Staff are effective role models and have a secure knowledge of the abilities and needs of all children in their care. As a result, children make good progress in all areas of their learning.
- Staff are caring and thoughtful and nurture the children well. This enables children to grow in confidence and become enthusiastic young learners who behave well.
- Children's welfare is effectively safeguarded by staff who have a good knowledge and understanding of how to protect the children in their care.
- All parents are warmly welcomed and staff make the time to talk to them daily and share information. Consequently, parents are happy with the service provided and feel well informed.

It is not yet outstanding because

- Staff do not always maximise opportunities for all children, especially boys, to make marks across all areas of learning, so they can write for a number of purposes.
- maximise children's learning, by providing even more opportunities for them to think about and work out solutions to their problems through their own trial and error.

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 activities throughout the playgroup in both the 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 the manager, staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation.
- The inspector carried out a joint observation with the manager.

Inspector

Janet Fairhurst

Full report

Information about the setting

Kingston Park Playgroup was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is located within the community centre at Kingston Park on the outskirts of Newcastle and is managed by a voluntary management committee. Children have access to the main hall within the community centre and there is an enclosed outdoor play area. The playgroup employs five members of childcare staff. Of these, three hold early years qualifications at level 3, one holds an early years qualification at level 2 and one is unqualified. The playgroup opens Monday to Friday term time only. Sessions are from 9.30am to 12.15pm. Children attend for a variety of sessions. There are currently 22 children attending who are in the early years age group. The playgroup 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 further the already good opportunities for children, especially boys, to make marks, for example, by adding pens and paper to all areas of play both indoors and out, so they can write for a variety of purposes
- maximise children's learning, by providing even more opportunities for them to think about and work out solutions to their problems through their own trial and error.

Inspection judgements

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

Children are happy and keen to join in the range of activities that are made available to them. Staff ably plan and organise activities and resources which reflect children's interests and developmental needs, and help them to make good progress. The staff's good information sharing with parents enables them to gain valuable details about the children's backgrounds, learning styles and abilities. This combined with their effective observations and assessments ensure that the children's starting points and next steps are accurately identified and incorporated in the planning and organisation of activities. As a result, all children, including children who speak English as an additional language, make good progress in their learning. Staff work closely with parents in order to support their children's development. This is achieved through daily discussions and giving parents regular opportunities to view their children's learning journey files and to make their own contributions. Staff promote an open-door policy, and this enables parents to speak with their child's key person at any time to discuss any issues, or to share any possible lines of

development for their children. Staff complete the progress check for children aged between two and three years in conjunction with parents. This successfully nurtures partnerships and means that parents are actively involved in their children's ongoing learning.

Teaching and learning are consistently good. Staff are aware that individuals and groups of children play and learn in different ways. They recognise that sometimes boys prefer to play outside rather than engage in adult-led activities taking place indoors. For example, outside the boys develop physical skills as they use the large wheeled trolleys and the push along cars to collect all the fallen leaves. Staff provide resources, such as glue and paper, to enable them to make a collages with their leaves. They challenge the boys to see who can find the biggest leaves. This encourages the boys to compare size and use mathematical language, such as 'massive' 'big' and 'tiny'. In addition, the boys are using their imagination and creativity as they create their own leaf collages. These are important skills that will help prepare them for school. However, staff do not always make the most of all learning opportunities that occur outside such as early writing skills. This is because resources, such as chalk, pencils and other writing tools, are not continuously available in all areas. Consequently, some opportunities to successfully raise children's achievement even higher are not fully exploited. In spite of this, all children make consistently good progress from their starting points and acquire the skills they need in readiness for school.

Staff clearly understand the importance of helping children to learn through play, everyday conversations and routines. They successfully promote children's communication and language skills and social skills. Books are readily available in all areas and the children enjoy looking at them and listening to stories. For example, one child playing with the train track frequently stopped to look through the selection of transport books that had been placed nearby. Staff read books to children with enthusiasm and expression in their voices. They invite children to look at the pictures in the books, join in with familiar refrains and predict what might happen next. Consequently, children develop an interest in books, learn to handle them respectfully and gain vocabulary. A number of children who attend speak English as an additional language and staff effectively use a range of strategies to support these children's communication and language skills. For example, staff speak clearly and use lots of gestures and visual timetable to help children understand the routine and what they are saying. Staff provide children with a commentary on their actions and introduce games that encourage children to listen and follow simple instructions. They generally use effective questioning techniques to help children think. For example, an adult asks a group of children what is happening to the paint as they combine the different colours. Children readily ask staff questions. For example, children want to know how they can attach a length of tape to a truck, so they can pull it. However, some staff, because of their enthusiasm, step in too quickly, offering their own ideas before children have had the opportunity to think, make their own decisions and learn by trial and error. This sometimes means that children are unable to fully consider all their options, make up their own ideas and find their own solutions. Staff promote children's physical development well. The outdoor area is accessible for most of the session for a variety of activities, so that children have plenty of fresh air and opportunities to climb, run around or use wheeled toys. This helps to develop their balance, coordination and muscle strength.

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

Children settle and are content in the playgroup because staff form caring relationships with them. Staff work closely with parents during the gradual settling-in process. The time spent getting to know all about each child benefits children greatly because their individual needs are well known by staff and are incorporated into the planning each day. As a result, children quickly become confident about separating from the people who look after them at home and feel safe and secure in the playgroup. Staff prepare the children equally well for the move from playgroup to nursery school. This is achieved because they have established close links between the nursery school staff who visit the playgroup to meet the children. As a result, children become familiar with their new carers and gain confidence as they move to the next stage of their learning. The playgroup is well resourced and children are able to select their own resources and make choices with what they would like to play with. This helps to promote children's independence and self-help skills.

Children receive lots of positive praise and encouragement, which supports their confidence and self-esteem. Staff act as positive role models, and they manage children's behaviour in an appropriate and sensitive manner. Children are encouraged to share, take turns and be caring to their friends. This helps children to understand expectations and fosters their social and emotional skills. Children experience a healthy lifestyle at the playgroup. Staff teach children to follow good hygiene practice. For example, all children wash their hands before eating, which prevents the risk of cross-infection. Children's good health is further promoted through the provision of healthy snacks and discussions around what food is good for them. Staff make imaginative use of the space outside to create an inviting play area where children are able to expend their energy and enjoy fresh air. The staff teach the children about staying safe by setting simple rules. For example, children know they must be careful when using the climbing frame, and are reminded to stay behind the barrier when using the wheeled toys indoors. Therefore, children learn to understand danger and how to assess and manage risks safely.

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

The manager and staff fully understand their roles and responsibilities in relation to safeguarding and how to protect children from harm. This includes recognising the signs and symptoms that would cause concern and, if there are any, knowing the subsequent procedures to follow. Staff keep their knowledge about child protection issues up to date through regular training. Visitors are closely supervised and clear procedures are in place to ensure the safe use of mobile phones and cameras in the playgroup. Robust recruitment and vetting procedures are followed and all new staff participate in a thorough induction process. Consequently, all staff working with the children are suitable to do so

and they know and implement the playgroup's policies and procedures. Staff deployment is good and, therefore, children are always supervised. They assess and successfully minimise risks on a daily basis. This ensures that children are able to move around the environment freely and safely.

The manager and staff have a good understanding of the learning and development requirements and work well together, regularly sharing information to help them support children's developing needs. The educational programme, along with the quality of teaching, is monitored well by the manager. She does this effectively because she works alongside her team on a daily basis, with all staff members contributing to the weekly planning. Therefore, she has first-hand knowledge of what the staff and children do. Staff appraisals and observations of staff practice help the playgroup to improve and make positive changes, including identifying training which staff participate in to build on knowledge and understanding. For example, staff explain how recent story-telling training has helped them to review and reflect on their practice. They now split the children into smaller groups, and are much more aware of the benefits of using props and visual aids to help sustain very young children's attention. Staff describe how these techniques have had a positive impact on children listening skills. This means children are now better prepared for future learning.

The playgroup has established good relationships with parents and shares information on a daily basis with them about children's the activities children participate in and the progress they are making. Parents receive good information about the setting, and have access to the policies and procedures. Without exception, parents spoken to on the day of the inspection were very happy with the service they receive. They were particularly complimentary about the warm, secure relationships staff have with children. Effective partnership with other settings that children transfer to enables staff to share valuable information and means that there is consistency in children's learning. The manager meets with her staff team to evaluate the provision, meaning they are all involved and work together to improve practice. Their ideas are realistic regarding strengths and areas for development, which they are working on. The staff team are also very receptive to the advice given from the local authority advisor. Furthermore, their attendance at local cluster meetings enables them to share good practice with other practitioners. This ensures, as a team, they are constantly challenged to further improve their skills and outcomes for children. All actions and recommendations from the previous inspection have been successfully addressed. This demonstrates the playgroup's commitment to continuous improvement.

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	319226
Local authority	Newcastle
Inspection number	962664
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	22
Name of provider	Kingston Park Playgroup Committee
Date of previous inspection	05/12/2013
Telephone number	01912869825

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

