

# Manor Road Community Playgroup

Church Hall (Holy Saviours), Manor Road, TYNEMOUTH, Tyne and Wear, NE30 4RH

<b>Inspection date</b>	04/11/2014
Previous inspection date	13/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children are provided with a safe and secure environment because staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. They use good teaching skills to support children's understanding of keeping safe.
- Staff are committed and enthusiastic in their approach to caring for children. Therefore, relationships between them and the children foster a strong sense of belonging, ensuring children are confident learners who enjoy their time at the provision.
- Partnerships with parents are good and ensure good-quality information is shared to promote children's learning and development successfully.
- Children are engaged and motivated in their play as staff provide them with a variety of fun and enjoyable activities.

### It is not yet outstanding because

- Opportunities to develop children's understanding of how to keep healthy during daily routines, such as hand washing at snack time, are not used consistently.
- Everyday activities, such as snack time, are not always used to provide opportunities for children to further develop their independence 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.

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 in the main playroom and outside.
- The inspector held a meeting with the manager of the provision.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

## **Inspector**

Anthea Errington

## Full report

### Information about the setting

The Manor Road Community Playgroup was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the hall in Holy Saviours Church, Tynemouth, and is run by a committee and managed by an individual. The playgroup serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The playgroup employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and 3. The playgroup opens Monday to Thursday, term time only. Sessions are from 8.45am until 11.20am. There are currently 36 children attending who are all in the early years age group.

### What the setting needs to do to improve further

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

- develop further children's good understanding of how to keep themselves healthy by, for example, discussing why they wash their hands before eating
- encourage children to further develop their independence skills during snack times, for example, by allowing them to serve their own food and pour their own drinks.

## Inspection judgements

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

Staff are secure and confident in their knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage, and deliver these well so that children make good progress. The staff team 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. For example, they know children choose to play with favourite resources such as small-world figures, trains and vehicles and focus on children's individual preferences, which support their sustained interest in their continual learning. Individual learning records document children's progress and include photographs of them having lots of fun. This information is linked to the areas of learning and identifies next steps. Staff complete the required progress check for children between the ages of two and three years and share these with parents. This ensures early identification of development needs so that additional support can be put into place if required.

Children are extremely comfortable and familiar with the daily routine as they take part in the well-resourced activities available to them. Children's language and literacy skills are given high priority and staff engage fully in children's play. They join in sensitively with children's play and ask a wide range of open-ended questions to support and challenge

the children. For example, during a construction activity staff ask the children to describe what they are making and encourage them to think about what else they could make. Children confidently reply, stating they could make some people to fit into the car. This not only supports children's communication skills but also supports their understanding of size and shape as they attempt to fit their figures into the model they have made. In addition, they have good opportunities to learn about shape and size as they colour in various shaped squares during an adult-led activity. The quality of teaching is good as staff extend children's learning outdoors and encourage them to recognise shapes and colours outside. Children skilfully recognise that the planters outdoors are square and the seat of the bicycle they ride is red. Discussions are held with regard to the colours of the leaves on the ground. Staff skilfully extend children's interest further in the natural world as together they look at the red apples on the overhanging branches of the tree. Children have daily opportunities for exercise and fresh air as they enthusiastically go to play outdoors. They are willing to have a go and are enthusiastic learners as they perfect the skills of pedalling the bikes around. They display enjoyment and pride in their achievements. At all times staff provide them with lots of praise and encouragement which supports children in feeling good about themselves. Staff have a good knowledge and understanding of how young children learn. As a result, children make good progress in their development and acquire the skills, attitudes and dispositions they need to be ready for the next stage of their learning and school.

Parents are valued within the playgroup and are encouraged to keep staff up to date with regard to activities children have enjoyed during holiday breaks. Staff value their input and use this information to further support children's learning. For example, during circle time staff encourage children to talk about their experiences during the holidays. 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. Parents spoken to at the inspection are extremely complimentary with regard to the playgroup. They state that their children look forward to coming to the playgroup and that staff are extremely caring and nurturing towards their children and have helped the children settle well. Partnerships with other providers of the Early Years Foundation Stage which children attend are also in place. Staff effectively share information with regard to children's learning with childminders and nurseries to support children's continuity in their learning.

### **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 and liaison with parents. Staff are very nurturing and caring and make sure they give children their full attention. This promotes children's emotional well-being and results in them feeling secure and confident. Close relationships are evident between all staff and children, and children are confident with whichever member of staff they are interacting with. Staff recognise that parents and carers have a vast knowledge about their children and encourage them to share this before children start at the playgroup. The settling-in process is very much tailored to meet individual children's and families' needs. This all helps and equips children

well emotionally for future moves on to 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.

There is a wide range of good, clean and age-appropriate resources for children to choose from, which they confidently select for themselves. Children are becoming aware of and responsible for their own safety. For example, staff gently explain to them that they should peddle forwards when on the bikes outdoors, to ensure there is safe space around them. Children listen intently and skilfully manoeuvre the bikes around one another. They practise emergency evacuation procedures on a regular basis. Timely, gentle reminders from staff, such as, reminding them not to swing on chairs, all helps children to gain an understanding of dangers and risk and how to manage these. This improves their own safety and that of others. Staff use regular praise and encouragement throughout the session and as a result, children behave well and play harmoniously together. They listen well to staff's instructions and happily follow the routine of the session. For example, they are learning to be independent and are encouraged to take responsibility to join in by helping with manageable tasks such as tidying up. However, opportunities for children to build still further on their independence at mealtimes are sometimes missed. For example, children are not encouraged to serve their own food or pour their own drinks.

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. However, there are some missed opportunities to extend children's understanding even further with regard healthy lifestyles. For example, staff support them to wash hands prior to snacks but do not talk to them about the reasons for doing this. Outdoor, physical activities are provided to ensure that children can be physically active and further develop their muscle control and coordination skills.

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

The staff team demonstrate a good understanding of how to effectively safeguard the children in their care, as they have a secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. This ensures children are effectively kept safe within the playgroup. They know who to report any concerns to and contact numbers are in place for support and guidance. Detailed policies and procedures are implemented to ensure a safe and secure environment for children and in addition, accurate accident records are maintained and are reviewed regularly. Robust recruitment procedures are in place to check that staff are suitable to work with children and all staff hold appropriate clearance through the Disclosure and Barring Service. Induction training is provided to help staff understand their roles and responsibilities and risk assessments help to ensure that children are kept safe as they play.

The staff team work well together to monitor and evaluate the educational programmes for the children. This ensures that all areas of learning are appropriately covered throughout the activities. Key persons make sure planning is individualised and reflects the identified next steps for each child. The staff team are experienced, enthusiastic and

motivated and demonstrate an enthusiasm for their work to improving achievement for all children. The manager monitors the quality of teaching and uses her observations of staff practice to inform professional development programmes. She uses staff meetings to discuss good practice and ensure that staff attend training where appropriate. Self-evaluation arrangements are effective and take account of the opinions of staff, children and parents. The staff team work together to clearly identify areas for improvement, which they prioritise and address through a whole-team approach. Staff have implemented positive changes since the last inspection, effectively addressing the actions and recommendation raised. They are committed to listening and responding to parents' views and comments. Parents are asked to leave their comments in the compliments and complaints file if they choose to do so, or they can express their views through daily discussion. Children are observed daily and their achievements are noted, which enables staff to assess their learning and plan a suitable range of challenging activities based on children's interests.

Partnership with parents is good and they speak highly of the setting. Daily, verbal feedback is given to them in addition to the sharing of children's learning journals, which ensures that they are kept fully informed of their children's progress. Staff work in partnership with the staff of other early years settings children attend to share information on children's next steps and the plans for their future learning. This further supports the good continuity of care and learning that children benefit from.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	310240
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	962665
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Manor Road Community Playgroup Committee
<b>Date of previous inspection</b>	13/11/2013
<b>Telephone number</b>	07854 222597

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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.

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.

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