

Ladybird@All Saints Playgroup

Church Hall, Linden Road, Newcastle Upon Tyne, NE3 4ES

Inspection date

26/11/2014

Previous inspection date

13/01/2014

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 educational programmes provide a broad range of experiences that help children to make good progress towards the early learning goals. This, combined with the good quality of teaching, accurate monitoring and a secure understanding of the areas of learning, means that children make good progress.
- The key-person system is very well established and fosters very good partnerships with parents. Therefore, children form secure attachments and their well-being and independence are further promoted.
- Good monitoring by managers ensures that planning and assessment are consistent and precise, to ensure appropriate interventions are sought for children when needed to close any emerging gaps in their learning.
- Safeguarding procedures are good. Staff effectively support children's understanding of how to keep themselves safe.

It is not yet outstanding because

- Opportunities for children to become more aware of numbers in the environment and to develop their mathematical skills even further during everyday activities are not always exploited fully.
- Opportunities for children to develop their critical thinking skills, and respond in sentences, are not fully developed as some staff do not always make good use of questions that challenge children to think.

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 viewed all areas of the premises and equipment and observed activities in the playroom and the outside play areas.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with the manager, nominated person and spoke with staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Eileen Grimes

Full report

Information about the setting

Ladybird @ All Saints Playgroup was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of five provisions that are owned and managed by a limited company. The playgroup serves the local area and is accessible to all children. It operates from All Saints church hall in the Gosforth area of Newcastle upon Tyne. There is an enclosed area available for outdoor play. The playgroup employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one member of staff has Qualified Teacher Status. The playgroup opens Monday to Friday during term time. Sessions are from 9am until 12 noon. Children attend for a variety of sessions. There are currently 46 children attending who are all within the early years age group. 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 learning environment to include opportunities for children to access, see and make use of numbers and images to build on their mathematical skills through everyday activities
- enhance children's critical-thinking skills further by extending the use of questions that challenge children to think as they play.

Inspection judgements

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

Teaching is very good across the playgroup because staff provide a good range of interesting, stimulating and challenging experiences for children to enjoy both indoors and outside. This means that children thoroughly enjoy exploring the environment, while being supported and encouraged to try new things. For example, children investigate the outdoor area, looking for various bugs in the garden. Consequently, children continue to make good progress and show high levels of engagement. For example, they use their imaginations well as they dress up as princesses and develop their speaking and listening skills as they enjoy reading stories and singing songs. However, not all staff are confident in using questioning techniques that encourage children to think critically. Staff ensure that each child feels valued as an individual. This means all children are supported in ways that are right for them. As a result, children are progressing well towards their expected levels of development. For example, children develop an understanding that pictures carry meaning as they search for items to enable them to complete their activity with the dough. However, opportunities for children to develop their mathematical skills are not

always fully maximised in everyday activities. Children are continually praised when appropriate and, therefore, they are enthusiastic learners. Staff have high expectations for children and a good understanding of child development and the prime and specific areas of learning. They use this knowledge effectively to support them to make good progress across all areas of learning.

Observations and assessments of children's learning are good and staff accurately track their progress towards the early learning goals. The progress check for children between the age of two and three years is completed in a concise and timely manner, meaning that early intervention can be sought, should this be needed. Planning for children's future learning is effective as planning is informed by their identified next steps and interests. For example, activities are adapted appropriately to encourage various groups of children to engage in activities that they would not normally choose, such as putting toy cars into the paint, to encourage mark making by children who are particularly interested in cars and trains. Therefore, children's individual learning needs are well met. This means that they are supported with individual learning opportunities to make good progress in all of the seven areas of learning. Additionally, the broad range of play opportunities helps children to maintain their interest in learning. This is a result of a secure understanding of how children learn and accurate monitoring by staff. Children are ready for school when the time comes because they have a wide range of skills to support their future education. For example, children's independence is well supported as they prepare their own snack and clear their cups and plates away.

Partnership with parents is good. Parents spoken to discuss how their children have made excellent progress since attending the playgroup, and they are kept very well informed of their development. Parents' contributions are highly valued and play an important part in helping staff to gain the most accurate picture of their children's all-round development. Children's home learning is very well supported because staff share details of their individual planning, to help parents. For example, they share strategies to support language or mathematical development, potty training and independence. Consequently, there is a consistent approach to children's learning in playgroup and at home.

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

The key-person system is strong and provides maximum benefit to both the children and their families, as both develop highly positive relationships with staff. Parents comment that they find all staff extremely friendly and supportive. This effectively supports children's emotional well-being and provides firm foundations for their learning within playgroup. Staff ensure that all children form secure bonds and attachments by having tailor-made, settling-in procedures. For example, less confident children are welcomed into playgroup at their own pace and in a very gentle manner. Staff ensure children are happy and enjoy their time by finding out about their needs, likes and dislikes and by talking to parents on an ongoing basis. They provide a warm and welcoming environment to help children feel at home, safe and secure, so that they have a firm basis on which to enjoy and progress their learning.

Children independently follow good hygiene routines and are reminded of the importance

of washing their hands before snack time. Snacks are healthy and nutritious, with a variety of fresh fruit and milk or water provided. Children learn about the importance of good hygiene routines, eating healthy food and drinking milk and water. Consequently, children's understanding of healthy food is appropriate for their age and stage of development. For example, children discuss the need to eat at least five portions of fruit a day and what is good for their teeth and body. Children enjoy these social occasions, and their social development is fully supported as staff provide good role models regarding manner at snack time. Children's behaviour is managed very well. Staff get down to children's level and calmly communicate with them. Therefore, the focus is on a positive atmosphere of mutual respect and trust, where staff frequently praise children's efforts and achievements. Consequently, behaviour is good overall and children's self-esteem is well supported.

Children are helped effectively to make the move onto other settings, such as when they move to the local schools. They are visited at the playgroup by local teachers and sometimes playgroup staff accompany children to local schools. Furthermore, staff provide resources and experiences that help them to learn about their new environment. These include school uniforms, photographs of local schools, books and stories about going to school, which they enjoy at circle time. This supports children's well-being as they adjust to periods of change. There is a strong emphasis on safety and children are reminded about staying safe, for example, by ensuring their play does not injure other children, such as when they ride their bicycles and scooters at speed or when moving around the room. Consequently, children are kept safe and learn how to assess danger and manage risks for themselves.

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

Safeguarding arrangements are strong. Staff understand their role in protecting children from harm, and they are aware of what to do should they have a concern about their welfare. Therefore, children are well protected. Good recruitment and induction procedures are in place and include checking that all those working with children are suitable to do so. All checks are available for inspection. Staff are monitored, coached, mentored and supported effectively, which means that they are fully aware of their roles and responsibilities in delivering the Early Years Foundation Stage. Risk assessments are thorough and, as a result, children are cared for in a safe environment. Sampled documentation and records are well maintained, regularly reviewed and firmly underpin children's safety and welfare.

The manager fully understands her role and responsibilities in managing the playgroup and providing good quality provision for all children. The monitoring of children's progress is good. This ensures that gaps in individual or groups of children's learning are identified. The quality of teaching is monitored by the manager. She guides staff and gives them support where necessary. She implements training in order to support staff in the delivery of the educational programme and to ensure children's needs are met through good teaching. Therefore, children are effectively supported in their learning. Self-reflection and improvement plans are good because all staff contribute to the process. The manager has

high expectations and there is a strong drive to continue to improve this good playgroup. For example, since the last inspection, all actions and recommendations have been fully addressed. The systems for effectively monitoring the provision and outcomes for children, through regular quality checks and self-assessment, are now effective. For example, peer-on-peer observations, when staff observe each other's work and discuss practice, are used to support reflective practice and continued improvement.

Partnerships with parents and other professionals are strong and contribute significantly to the good progress children make. Consequently, there is continuity in children's care and learning, and they are well supported to reach their full potential. For example, information is provided on a key activity each day, with suggestions of how this learning can be extended and supported at home. Feedback from parents is overwhelmingly positive. For example, parents state that their children settle well and they have made very good progress in their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY466438
Local authority	Newcastle
Inspection number	962983
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	46
Name of provider	Ladybird's Childrens Nursery Limited
Date of previous inspection	13/01/2014
Telephone number	0191 2136794

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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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