

# Boldon Community Centre Sunshine Playgroup

New Road, Boldon Colliery, Tyne and Wear, NE35 9DZ

<b>Inspection date</b>	08/01/2015
Previous inspection date	11/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 good and occasionally outstanding. Where practice is very strong, staff provide opportunities and experiences which significantly enhance children's early mathematical skills.
- Staff, including students, understand their role in safeguarding children. They provide a high quality playgroup where all necessary steps are taken to protect children's welfare.
- The manager and staff make good use of self-evaluation and ongoing training to build upon their good practice and ensure that children continue to benefit from improvements made at the playgroup.
- Partnerships with parents are a key strength of the playgroup and staff work hard to ensure there is a joint approach to children's care and learning. As a result, children are happy and their needs are well met.

### It is not yet outstanding because

- Opportunities for children to maximise their early writing skills are not always provided in the indoor and outdoor environments.
- Occasionally, activities carried out at large group time are too long and do not always provide enough challenge for younger children to enhance their listening and attention 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 viewed all parts of the playgroup accessed by children, including the outdoor environment.
- The inspector checked evidence of suitability and qualifications of staff working with children and looked at and discussed the manager's self-evaluation form.
- The inspector observed teaching and learning activities in the main playgroup room and outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the manager of the playgroup and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents spoken to on the day of inspection.

## **Inspector**

Nicola Jones

## Full report

### Information about the setting

Boldon Community Centre Sunshine Playgroup was registered in 1997, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from rooms within Boldon Community Centre, situated in a residential area of Boldon, in South Tyneside and is managed by a committee. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one member of staff holds a relevant qualification at level 2. The playgroup is open each weekday from 9.00am to 12pm and from 12.30pm to 3.30pm during term time. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. The setting 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:

- extend the range of resources provided indoors and outdoors to promote children's literacy development in order to further enhance their early writing skills
- strengthen good teaching even further by ensuring all activities delivered at large group time are sufficiently challenging and time-limited, in order for younger children to enhance their listening and attention skills.

## Inspection judgements

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

Staff use a range of successful strategies to support and enhance children's learning. They understand the individual development and needs of each child. Daily planning documents show how information is used well to recognise children's progress and to plan activities to further support their learning and individual needs. Staff observe children regularly to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. As a result, children make good progress during the time they spend at the playgroup. They engage deeply in their learning and maintain focus on their activity for periods of time. For example, older children become engrossed when they sit together and play a colour matching lotto game. They become excited and jump up and down when a card is shown that matches one on their board.

The quality of teaching is consistently good and some practice is outstanding. Where practice is very strong, staff encourage children to problem solve, which supports their

early mathematical skills. They ask questions, such as, 'How many more cards do you need to fill your board?' In response, children look at their boards and quickly call out the number three, and smile as their efforts are praised. Early counting and number is further extended when children gather for singing rhymes and songs. Staff support them to recognise the numerals depicted on their cards and support them as they count up to five using their fingers. Staff make, generally, good use of group time activities, to extend children's learning. They use popular children's story books to encourage children's interest in reading and support them well to complete jigsaws and games that involve turn taking. This supports their ability to make relationships with other children as well as developing their literacy skills, providing a strong foundation for future learning when they go to school. However, opportunities are not always provided to develop all children's good listening and attention skills even further. This is because, occasionally, staff carry out large group time sessions on the carpet, which are too long. The sessions do not provide enough challenge to fully extend the learning and development of young and new children to the playgroup. Children enjoy activities that develop their large physical skills. Outdoors, they balance along plastic bricks, climb up and use the slide confidently and use long-handled brushes to sweep leaves on the ground. Indoors, they hold large pieces of material and giggle as they bounce their soft toys on this, moving their arms up and down vigorously. However, opportunities for children to extend the small physical skills required to support their early writing are not always maximised. This is because, on occasions, resources, such as pens, pencils and chinks are not freely available in all areas in the indoor and outdoor environment.

Children have individual learning journey files, which contain initial assessments when children start, examples of their work, observations and photographs as evidence of learning. This is accurately matched to the guidance document 'Early years outcomes' and is tracked over time to demonstrate progress. Effective strategies engage parents in their children's learning in the playgroup and at home. They have access to their child's learning journey file, which keeps them well informed of their child's progress and they are actively encouraged to talk informally to staff either before or after each session. Parents spoken to value the opportunity to share this information. Parents are encouraged to complete documentation to share examples of children's learning at home. For example, they write wow moments, which staff include into their learning journals. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained.

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

Children and their families are welcomed into this warm, bright and welcoming playgroup. Staff provide a wide range of age-appropriate toys, equipment and resources and children develop confidence as they independently select what they need for their play. Staff encourage children to be independent throughout the day. They meet their own personal needs, use a soap dispenser when they wash their hands and hang up aprons following painting activities. This helps them to feel good about their own successes, supporting their self-confidence. Children's health and self-care is promoted well in the playgroup. A wide range of fresh, healthy fruits are provided during snack time and staff gently support

and encourage children to try them. New children are supported particularly well during this time. For example, staff sit with them, gently encourage them to eat and comfort them when they become upset with the new routine. Physical well-being is promoted well in the outdoor environment and children access this space throughout the session, enjoying the fresh air and engaging in energetic activities. For example, children call out, 'Look at me' as they hold out their arms and balance along the line of plastic bricks on the ground.

An effective key-person system is in place, which helps children to form secure attachments and good relationships with staff. Children show they have close bonds with their key person and other staff when they run up to them and share achievements, such as fastening the zip on their coat. Staff meet children's individual needs well and respond sensitively to their personal needs. For example, they gently talk and reassure children when they become upset when staying on their own for the first time. Staff work closely with parents and carers to support their emotional development. Parents spoken to describe how well staff support their children to settle into their new environment. They comment that it is really good how staff find out as much information as possible about their child before they start attending. This provides continuity in children's physical and emotional well-being when they move from home into the playgroup. Children are equally well supported when they prepare to leave and move into local schools. Documentation is completed and shared with school teachers to ensure key information is passed on, to support and continue children's needs.

Children's behaviour in the playgroup is very good. This is because staff make their expectations clear and affirm and praise children's positive behaviour. Parents are fully aware of procedures for managing behaviour. This is clearly documented in the prospectus given to parents before their children begin attending the playgroup. This helps to maintain a joint approach. As a result, a relaxed and happy environment is created, which enables children to feel safe and secure. Children show respect for one another, observe space boundaries and begin to understand the importance of safety. Staff explain why safety is an important factor when using toys and equipment and when moving through the building. They supervise children well and have sensible rules for everybody to follow. For example, they remind children to wait by the fire door before going outdoors. Consequently, children demonstrate safe practices throughout the session.

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

The manager and her staff team place high priority on safeguarding children. The playgroup is located within a shared community building and staff take effective steps to ensure children are protected at all times. For example, they count children in and out of the playgroup room when they access the bathroom or outdoor areas. Staff, including students understand their role and responsibility in keeping children safe and receive regular updates through training and attending staff meetings. Staff know what to do if they have a concern about a child and know who to contact if the designated person or deputy manager is unavailable. Policies and procedures are all very well written and organised. They are reviewed as a staff team and are known and understood by all staff

and parents. There is rigorous security in place for entry to the playgroup and all doors are locked securely. This ensures that only authorised visitors are able to enter the premises. The manager acts upon the views of parents to identify areas for improvement to the playgroup. For example, she acted upon concerns raised regarding the door entry system. Although an incident had not occurred, the manager improved the system by installing a push button system to improve security. This, alongside a clear plan for improvement for the future, demonstrates a good capacity to further improve the playgroup. In addition, all recommendations from the previous inspection have been successfully addressed. Information shared when children attend other settings, such as childminders has been improved and a designated area for outdoor play has been established.

The manager maintains a good overview of the setting. She works alongside staff in the playgroup room, gaining first-hand experience of what is working well and addressing any areas for improvement. She accurately observes the quality of teaching and maintains an overview of the educational programmes provided. She is supported well by local authority professionals to accurately identify aspects of her provision where improvement is needed. For example, children's communication and language development was recently identified as an area for development. The manager and deputy received training through the Every Child a Talker initiative. This resulted in staff conducting more accurate assessments of children's communication skills to identify their strengths and where further support is needed. This means that individual children, or groups of children, with identified needs are targeted and their progress is rigorously monitored so that appropriate interventions are sought. Staff and students clearly enjoy working in the playgroup. They are well supported and have regular supervision meetings where they discuss their strengths and highlight training needs.

Partnerships with parents are well established and make a strong contribution to meeting children's needs. Parents speak highly of the staff and the service provided. They make written comments, such as, 'Keep up the good work, Sunshine Playgroup is a little gem, my child loves coming and has settled in really well.' Partnerships with external agencies and other professionals are equally well-established and support children's care and education. The manager and staff work well with practitioners in the local family centre. Additional activities, such as singing, are carried out with children and parents are effectively signposted to additional services, should this be required.

### **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

<b>Unique reference number</b>	312604
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	865021
<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>	35
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Boldon Community Centre Committee
<b>Date of previous inspection</b>	11/03/2010
<b>Telephone number</b>	0191 5368085

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

