

# St. Johns Playgroup

Kingston Park Avenue, Newcastle upon Tyne, NE3 2HB



## Inspection date

12 March 2015

## Previous inspection date

26 January 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Safeguarding procedures are not robust, the provider has failed to notify Ofsted of changes to registered individuals associated with the playgroup.
- Opportunities for children to develop in all areas of learning while in the outdoor environment are not fully developed.
- There is scope for staff to extend children's learning further by using more effective questioning techniques that encourage children to think creatively and critically.

### It has the following strengths

- The manager supports her staff team to improve their already good practice through ongoing supervision and training opportunities. They are caring and foster a supportive culture, where children are emotionally secure and play well together.
- The manager has been proactive in identifying areas that require improvement. This shows a commitment to continued development.
- The provision of good quality, interesting resources and enthusiastic staff, ensures that children are confident and motivated to engage in their surroundings; learning as they play.
- Partnerships with parents and external agencies are strong. As a result, children and their families are included in the playgroup and their skills and achievements are supported, recognised and valued.
- Children have good opportunities to make safe and independent choices. They learn to keep themselves and others safe. They behave well and are becoming increasingly responsible.

## What the setting needs to do to improve further

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

- enhance the use of the outdoor play area to support all aspects of children's learning
- provide more opportunities for children to respond to purposeful questions that encourage them to think creatively and critically extending their learning further.

### To meet the requirements of the Childcare Register the provider must:

- ensure the registered person informs Ofsted of the following: the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (compulsory part of the Childcare Register).

## Inspection activities

- The inspector had a tour of the playgroup.
- The inspector observed activities and the quality of teaching.
- The inspector spoke to members of staff, parents and children at appropriate times during the inspection and also had discussions with the manager and the deputy.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the manager's procedures for self-evaluation.

## Inspector

Maureen Sheekey

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

All children, including those with special educational needs and/or disabilities or who speak English as an additional language, make good progress. This is because staff competently observe, plan and effectively assess children's learning and development. They clearly identify children's next steps in learning. As a result, all children make good progress in their learning and development and are well prepared for school. The staff provide children with opportunities to develop their communication skills through regular conversations during play and daily routines. For example, children chat to each other and share their thoughts and ideas during activities and snack times. They enjoy listening to stories read to them by staff and join in confidently with stories they are familiar with. The quality of teaching in the indoor environment is good. For example, children are excited to draw treasure maps and then find the treasure that a member of staff has hidden. However, opportunities to extend learning further by asking questions that encourage children to think creatively and critically are sometimes missed. In addition, there is scope to develop the outdoors as a learning environment for children to explore and investigate.

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

The provider has a generally good understanding of children's safety. Children form secure attachments with their key person, who demonstrates a good knowledge of the children, their interests and their routines. Staff gather information from parents about their child during initial visits before children start to attend. This helps to fully support children's needs and ensures that they settle quickly and smoothly into playgroup. Children demonstrate a strong level of independence, serving themselves at snack time and pouring their own drinks. Children are supported to develop good self-care skills and appropriate table manners. Children's snacks are provided by the parents, they are varied and nutritious. There are opportunities throughout the day, where children are encouraged to engage in physical activity. For example, the children all take part in an exercise session before they start to play. As a result, children develop an understanding for the importance of physical exercise and a healthy diet.

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

The provider has reasonable understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. However, they have failed to inform Ofsted of changes to registered individuals associated with the playgroup. As a result, children are not safeguarded as well as they could be. However, staff are well qualified and are aware of what to do should they have a concern about a child's welfare. The manager monitors the educational programmes and children's assessments well. This ensures the provision meets children's individual needs and intervention is secured, if required.

## Setting details

<b>Unique reference number</b>	319310
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	868571
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	25
<b>Name of provider</b>	The Trustees of St. Johns Playgroup Committee
<b>Date of previous inspection</b>	26 January 2011
<b>Telephone number</b>	0191 2866361

St. Johns Playgroup was registered in 1992. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one with level 2. The playgroup opens from Monday to Thursday, term time only. Sessions are Monday and Tuesday from 9.15am to 12.30pm and Wednesday and Thursday from 9.15am to 12.15pm. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup supports children with special educational needs and/or disabilities and those who speak English as an additional language.

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.

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