

Cruddas Park

Cruddas Park Early Years Centre, Brunel Terrace, NEWCASTLE UPON TYNE, NE4 7NL



Inspection date	12 May 2015
Previous inspection date	20 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children make good progress. Staff observe and assess children's learning regularly, in order to understand their current stage of development. This enables them to plan appropriate activities to challenge them and extend their learning even further.
- The manager works well with external agencies, such as speech and language therapy services. This enables staff to meet children's individual needs effectively.
- Partnerships with parents are good. Staff work very hard to build up effective relationships with parents. They talk about how they can support children at home and in the setting. This effectively supports children's learning.
- Partnerships with the host nursery school are excellent. Children are exceptionally well-prepared emotionally when they move into the nursery provision. This is because high-quality experiences are provided to introduce them to their new environment and key members of staff.
- Children are happy and confident individuals. They settle in very quickly because settling-in procedures are very flexible. This allows them to build up very good relationships with all staff.

It is not yet outstanding because:

- Review procedures do not have a consistent and sharp focus on the impact that teaching has on raising children's achievements to the highest level.
- There are occasions when staff do not adapt their language as effectively to meet the needs of some younger children with 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:

- improve ways of adapting language to meet the needs of younger children learning English as an additional language by consistently using single words and simple phrases to enable them to learn new words
- strengthen the procedures for reviewing the quality of teaching, so that they are sharply focused on the impact of teaching on children's learning, in order to raise their achievements to the highest level.

Inspection activities

- The inspector viewed all parts of the setting accessed by children, including the outdoor environment.
- The inspector checked evidence of the suitability and qualifications of staff working with children. She looked at and discussed self-evaluation with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor environment.
- The inspector carried out a meeting with the manager of the setting.
- The inspector carried out a joint observation with the manager of the setting.
- The inspector took into account the views of parents and carers spoken to during the inspection.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.

Inspector

Elizabeth Fish

Inspection findings

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

Children enjoy their time at the playgroup, where teaching is good. Staff plan a stimulating range of activities to motivate children. Children concentrate intently as they explore the water outside. They enjoy carrying water in wheelbarrows and watching it flow through guttering. As a result, they develop skills, which prepare them for the next stage in their learning. Children with special educational needs and/or disabilities are well supported. This is because staff incorporate children's interests effectively into their planning. Additional support is also provided to enable children to explore activities fully. For example, staff work alongside children as they explore finger painting, showing them how they can paint their hands too. Children who speak English as an additional language are generally supported effectively to learn new words. Staff get down to the children's level and often use single words to describe what children are doing. However, there are occasions when staff do not adapt their language as well, such as after talking to older children.

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

Children have a good relationship with their key person and the other staff. Staff know their children well and ensure they are given the support needed to enable them to be confident in the playgroup. For example, they give extra support to children who find moving between activities difficult. Children behave well throughout the session. Gentle reminders help children to develop an awareness of behavioural expectations. Children are encouraged to be independent within the setting. For example, they take off their shoes and put on their wellington boots, ready to go outside. A stimulating environment is provided indoors and outdoors. Children enjoy playing outside, where they can climb, run or engage in exploratory activities, such as water play. Staff give children time to overcome any physical challenges, such as negotiating the steps into the outdoor area.

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

The manager has a good understanding of the requirements of the Early Years Foundation Stage. She has a good overview of the educational programmes and reviews assessments effectively. This enables her to provide appropriate intervention when needed. She works alongside staff and maintains an overview of the quality of teaching. However, occasionally, opportunities are missed to raise children's achievements even higher. For example, some staff, occasionally, intervene in children's play and solve problems for them. Therefore, there is scope to strengthen the procedures for reviewing the quality of teaching, so that it consistently focuses on the impact of teaching on children's learning. There are good supervision arrangements and training supports staff to improve their good practice. Staff are committed to improving the provision and have clearly identified priorities for development. In addition, they are constantly evaluating their provision and making changes to enhance it even further.

Setting details

Unique reference number	EY417187
Local authority	Newcastle
Inspection number	851805
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	16
Number of children on roll	21
Name of provider	Cruddas Park Early Years Centre Governing Body
Date of previous inspection	20 June 2011
Telephone number	0191 2736682

Cruddas Park was registered in 2010. The playgroup employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The playgroup opens from Monday to Friday term time only. Sessions are from 9.15am until 12.15pm. The playgroup provides funded early education for two-year-old children. The playgroup supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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