

Cullercoats Methodist Church Playgroup

Cullercoats Methodist Church, Broadway, Cullercoats, NE30 3LJ



Inspection date

9 June 2015

Previous inspection date

17 June 2014

| | This inspection: | Requires improvement | 3 |
|--|-------------------------|-----------------------------|----------|
| The quality and standards of the early years provision | Previous inspection: | Requires Improvement | 3 |
| How well the early years provision meets the needs of the range of children who attend | | Requires improvement | 3 |
| 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 does not meet legal requirements for early years settings | | | |

Summary of key findings for parents

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

- A failure to notify Ofsted of a change of nominated person means that there has been a breach in regulations.
- Staff do not use planning effectively to ensure that the educational programmes, specifically for literacy, reflect the individual learning needs and next steps for children in readiness for school.
- Children do not have sufficient access to a wide range of materials, resources and sensory experiences.
- Staff do not always help younger children to manage their behaviour in a positive way or support the needs of two-year-old children by considering how they are grouped.

It has the following strengths

- The manager and staff know what to do if they are worried about a child's care or welfare and they provide a safe and secure environment. Therefore, children are effectively safeguarded.
- Regular discussions with parents ensure that a two-way flow of information is exchanged. Consequently, parents are appropriately involved in their children's learning and are well informed.
- Children have strong bonds with staff. They approach them easily and confidently to make their needs known, therefore, their emotional needs are well met.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- strengthen the educational programmes, specifically for literacy, by ensuring that planning reflects the individual learning needs and next steps for children to help them be ready for school.

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

- provide a wider range of materials, resources and sensory experiences for children by ensuring that they have regular opportunities to explore freely with media and materials, such as, paint, glue, sand and water
- help younger children to manage their behaviour in a positive way by being consistent and giving explanations of why some behaviour may not be acceptable so that children learn to understand the boundaries
- support the needs of two-year-old children further, by considering how they are grouped, particularly during whole group times.

Inspection activities

- The inspector had a tour of the premises and observed activities in the main playgroup room and outside area.
- The inspector took account of the views of parents spoken to on the day of inspection and from information included in the parent questionnaires.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector looked at children's records, staff training certificates, children's learning journals and assessment records and the self-evaluation form.
- The inspector checked evidence of the suitability of staff working in the playgroup.
- The inspector carried out a joint observation of an activity with the manager.

Inspector

Shirley Peart

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Overall, the seven areas of learning are covered reasonably well and the quality of teaching is appropriate. Children manipulate dough, find out how a printer works, plant and water seeds and have good opportunities to explore with numbers. Staff support children to recognise their own names on registration cards and sound out rhyming words at group time. However, children are not prepared well enough for school as planning is not differentiated to show individual children's next steps to help them make further progress. For example, older children are not encouraged to write for a purpose, there are fewer opportunities for them to see meaningful print in the environment and the book area is not cosy or attractive to encourage children to use it. Children have some opportunities to use water, sand and paint on a planned basis. However, there are insufficient opportunities for children to explore freely with a variety of media and resources that they can use in different ways to fully support their sensory experiences.

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

The environment is safe, secure and appropriately resourced. Staff are vigilant regarding children's safety and supervise them well. Children have regular opportunities to play outside in the fresh air, which promotes their good health. Children are emotionally secure, they enter the playgroup confidently and separate from their parents easily. Children relate well to staff, they receive lots of spontaneous cuddles and sit on the staff's knees when they seek comfort. Overall, children are self-motivated and choose some equipment independently. This is developing as staff think of more ways to encourage children to be independent in their choices. Generally, children behave well. However, staff are not always consistent in helping children to understand the boundaries or explain why some behaviour may not be acceptable. As well as this, the grouping of children, particularly at story time, does not always meet the needs of the youngest children.

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

Generally, the manager understands her responsibilities in meeting the requirements of the Early Years Foundation Stage. However, the nominated person left the group and failed to notify Ofsted. The new nominated person has not yet completed the clearance procedures through required correspondence. Although this is a breach in the statutory requirements, there is minimal impact on children's care and learning as the nominated person does not work in the group. The manager has an appropriate overview of children's progress as she is an active staff member. She observes staff's practice and conducts regular supervision to ensure that staff attend ongoing training and receive support to carry out their roles sufficiently. Consequently, children are cared for by dedicated staff who have appropriate knowledge and qualifications. Staff and parents are involved in the self-evaluation process. The manager acts on information from parent's questionnaires to make changes as necessary. They address actions and recommendations from previous inspections and continue to work hard to improve.

Setting details

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| Unique reference number | 310232 |
| Local authority | North Tyneside |
| Inspection number | 1015714 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 24 |
| Number of children on roll | 22 |
| Name of provider | Cullercoats Methodist Church Playgroup Committee |
| Date of previous inspection | 17 June 2014 |
| Telephone number | 0191 251 5801 |

Cullercoats Methodist Church Playgroup was registered in 1999. The playgroup employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The playgroup opens Monday to Friday, term time only. Sessions are from 9.15am until 11.45am. The nursery provides funded early education for two- and three-year-old children.

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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