

St Cuthberts Playgroup

St. Cuthberts Primary School, Balmain Road, NEWCASTLE UPON TYNE, NE3 3QR



Inspection date	11 February 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager leads an experienced and well-qualified staff team, who have a good knowledge of the Early Years Foundation Stage and child development. Planning is thorough and tailored to children's individual needs. This helps children make good progress in their learning.
- The whole staff team establish clear routines in a developmentally appropriate, very well-organised learning environment. Staff support children to be kind and considerate, while consistently and gently reinforcing their high expectations. Children learn to behave very well.
- Children have access to a wide range of high-quality learning experiences and activities, inside and outdoors. Staff provide interesting spaces, resources, tools, toys and equipment, which appeal to children and help promote investigative, exploratory and imaginative play.
- Staff engage with a wide range of professionals and outside agencies. These partnerships help staff to ensure that every child reaches their full potential.
- The provider and manager seek the views of children, parents and staff as part of their reflective and evaluative practice. This helps with development planning for continuous improvement of the setting.

It is not yet outstanding because:

- Staff do not always share enough detailed information with parents about children's learning and development to help them further children's learning at home.
- The manager closely tracks the progress of individual children but does not yet consistently review the progress made by groups of children. Therefore, she does not have the best possible information available to target precise interventions when they are required.

What the setting needs to do to improve further

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

- strengthen systems for sharing information with parents about their children's ongoing progress and provide opportunities to help them further extend their children's learning at home
- enhance analysis of children's assessment to track the progress of a range of different groups, in order to target any specific interventions even more precisely.

Inspection activities

- The inspector observed children indoors and outdoors and assessed the quality of teaching and learning.
- The inspector completed a joint observation with the setting manager.
- The inspector spoke to the provider, manager, staff and children during the inspection.
- The inspector viewed a range of documentation, such as, children's records, policies and procedures, risk assessments, qualifications and suitability checks.
- The inspector spoke to parents and took account of their views.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff understand their responsibility to keep children safe and know what to do if they have concerns about a child's development or welfare. They undertake daily risk assessments, minimise hazards, are vigilant and teach children how to keep themselves free from harm. For example, staff talk to children about why they need to choose warm clothes to wear when it is very cold outside. This helps children assess different risks and begin to take responsibility for their own health and well-being. There are robust systems in place for recruitment, induction and continued professional development. Staff feel very well supported. The provider and manager work with each child's key person to closely monitor their individual progress. This helps staff to recognise and plan for any gaps in learning or additional needs.

Quality of teaching, learning and assessment is good

Teaching is good. Staff use observations and accurate assessments to plan the environment, activities and experiences, which meet children's individual needs and interests. Key persons focus their interactions and support to help children meet their next steps in learning. Communication and language is very well supported. Children are encouraged to make decisions, solve problems as they play and lead their own learning. They become active learners, who are keen to be engaged and try new things. Staff use a range of strategies and resources to ensure that all children are engaged, involved and included. For example, signing helps children to express their needs and feelings and they enjoy looking at and talking about their pictorial timetable. Staff use this to help children develop an understanding of mathematical concepts, such as time and order, and to know the structure of their day.

Personal development, behaviour and welfare are good

Children form strong emotional bonds with staff and are excited to see them. Staff take time to talk to parents, who share information about children's care, learning and development needs. This helps staff to get to know children very well and parents feel confident that their children are well cared for. Parents appreciate the flexibility of practice when children start in the setting. They say this helps their children settle quickly and feel secure. Children are encouraged to become resilient, persevere and be independent. They enthusiastically help staff with key tasks, such as preparing snack and setting the table. Staff ensure that food and drinks are nutritious and help children to learn about the importance of having a balanced diet.

Outcomes for children are good

Children are happy, keen to learn and enjoy spending time in the setting. All children make good progress from their starting points. There are very good systems in place to help children move on from the setting with confidence. Children learn a range of skills in readiness for school.

Setting details

Unique reference number	EY479079
Local authority	Newcastle
Inspection number	979604
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	47
Name of provider	Susan Jayne Hagan
Date of previous inspection	Not applicable
Telephone number	07890452279

St Cuthberts Playgroup was registered in 2014. The setting employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, during term time. Sessions are from 8.45am until 11.45am and from 1pm until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

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