

# St. Johns Playgroup

Kingston Park Avenue, Newcastle upon Tyne, NE3 2HB



<b>Inspection date</b>	10 March 2016
Previous inspection date	12 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 well-established staff team meet regularly to review their practice, check children's progress and set clear targets for improvement. Responsibilities are shared so all take an active role in securing best practice and promoting children's safety and welfare.
- Well qualified practitioners are adept at identifying and reviewing children's interests, strengths and individual needs. This, alongside good quality teaching, ensures all children make good progress from their starting points.
- A significant strength of the playgroup is how well leaders and staff work with parents, schools and other professionals. This ensures that if any children have additional needs, these are swiftly identified and addressed, helping them catch up quickly.
- Children are happy, settled and making friends. They are learning about acceptable behaviours such as sharing, taking turns, listening to, and valuing, others. They are well prepared for school as a result.

### It is not yet outstanding because:

- Existing systems for self-evaluation and action planning do not support leaders and staff to fully understand how to achieve the outstanding standards they are working towards.
- Formal observations to assess the quality of teaching are relatively new. Time is needed to ensure these are used regularly across the playgroup in order to improve the quality and impact of teaching further.

## What the setting needs to do to improve further

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

- embed systems for supervision to ensure that staff receive the individualised support and training they need to reflect on and improve the quality of their teaching practice further
- ensure identified areas for development are always robustly planned for, and improvements stringently monitored, to support leaders and staff to achieve their goal of becoming an outstanding setting.

### Inspection activities

- The inspector observed activities in the main playroom as well as the outside play area.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

### Inspector

Jayne Utting HMI

## Inspection findings

### Effectiveness of the leadership and management is good

Managers and staff have a good understanding of their responsibilities to keep children safe. This, along with the complementary work of partners, ensures safeguarding is effective. Priorities identified in the playgroup's improvement plan are accurate and take into account the views of staff and parents. However, the use of available data as part of the self-evaluation process, requires some further refinement in order to improve practice at a faster rate. In particular, information about the progress of target groups across different areas of the curriculum is not used to inform on-going planning and to monitor impact. Good arrangements for supervision and checking on staff performance are in place. However, the implementation of formal observations needs time to embed in order to improve the quality and impact of teaching even further. Parents speak extremely highly of the playgroup staff. Without exception, all feel that their children are happy and making progress at what is described as a 'nurturing, home from home' provision.

### Quality of teaching, learning and assessment is good

Staff work closely as a team. They know all of the children well, but are particularly aware of the learning needs of their key children. Staff make precise assessments of children's learning and have high expectations of what they can achieve. Staff plan and provide a variety of experiences to promote children's individual learning. Children thoroughly enjoy reading a favourite story together, eagerly anticipating the rhyming words. Staff spend time talking to them about other books by the same author, fostering a love of reading. All children are well supported to develop strong communication skills. They confidently add water to sand and describe how they are making 'rock pools'. Staff ask them simple questions. This encourages children to think things through before responding and builds their vocabulary as they engage in meaningful conversations.

### Personal development, behaviour and welfare are good

The nursery environment is warm and welcoming. Staff work hard to establish clear rules and boundaries and to involve parents in this process. As a result, children behave exceptionally well. All children benefit from daily outdoor play. They have access to low-level climbing equipment, wheeled vehicles and plenty of space to move around and increase their physical skills. Staff find out about children's care needs and home lives. Consequently, they sensitively meet children's individual needs for support and reassurance. Children's similarities and differences are celebrated and valued. They learn to respect each other, be kind and include others in their play.

### Outcomes for children are good

All children, including those who benefit from funded education, make good progress. Children who speak English as an additional language, disabled children and those with special educational needs are particularly well supported. This is due to effective communication between key staff and other external professionals involved with children in their care. A clear focus on activities designed to improve the development of early communication skills, as well as confidence and self-esteem, ensures children are well prepared for their move on to school.

## Setting details

<b>Unique reference number</b>	319310
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	1031728
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<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
<b>Date of previous inspection</b>	12 March 2015
<b>Telephone number</b>	0191 2866361

St. Johns Playgroup was registered in 1992. The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. 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.

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