

# Cullercoats Methodist Church Playgroup

Cullercoats Methodist Church, Broadway, Cullercoats, NE30 3LJ



## Inspection date

24 May 2016

Previous inspection date

9 June 2015

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- The manager fails to ensure that staff use assessments effectively to plan for children's further learning. Planning does not take sufficient account of each child's individual learning needs. This affects the progress that children make.
- Staff do not yet have high enough expectations of their key children to be able to offer challenge in their learning. This means children are not receiving age appropriate activities to help them gain the skills needed for their next stage in learning
- The educational programmes do not provide a sufficient depth to offer a range of activities and experiences to support children in developing an interest in writing and making good progress in their early writing skills.
- Leadership and management systems for monitoring staff practice are not fully effective in ensuring that every child makes as much progress as they can.

### It has the following strengths

- Children's emotional security is supported. They happily separate from their parents on arrival and are keen to play with their friends.
- Children behave generally well. Staff regularly intervene when children become a little too boisterous.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ improve support and training for all staff to improve the quality of teaching and ensure all children make good progress in their learning	27/06/2016
■ improve the accuracy of ongoing assessments for children to enable staff to more accurately plan and provide challenging activities that meet children's individual needs.	27/06/2016

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

- strengthen self-evaluation to accurately identify where improvements are needed to ensure planning and assessment are effective and outcomes and learning experiences for children improve.

### Inspection activities

- The inspector observed children and staff, indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents, spoken to on the day.
- The inspector spoke with staff about their understanding of child protection, safeguarding and first aid.
- The inspector sampled documentation, including children's records, policies and staff qualifications.

### Inspector

Eleanor Proctor

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff know what to do if they have concerns about children's welfare. The provider implements appropriate procedures to ensure the staff employed are suitable. Staff attend training, regular meetings and gain advice from others to improve their practice. However, the manager does not yet monitor the use of assessment effectively to check that children's abilities and achievements are identified. The manager has made improvements since the previous inspection. For example, children behave well, and staff help them learn to share and take turns. Staff organise resources and toys so that children can make choices in their play. The pre-school has a good partnership with parents and families who are very complimentary about their child's care.

### Quality of teaching, learning and assessment requires improvement

Staff are suitably qualified and the manager organises some additional training. However, the quality and use of assessments of children's progress vary. Staff do not accurately identify where all children are in their learning. Generally, staff plan enjoyable activities, but they do not take sufficient account of children's individual learning needs to ensure that they make good progress. However, staff sometimes demonstrate stronger teaching skills. For example, staff extended children's physical and creative development as they worked together to build pretend walls and towers around the large mats to make an imaginary castle.

### Personal development, behaviour and welfare require improvement

Staff spend time with parents before children start at the pre-school, finding out about their individual needs. Staff are kind to children, and those new to the setting respond well to the reassurance that staff offer. Children have opportunities to manage their self-care needs and learn to wash their hands after using the bathroom. Children share warm relationships with the staff who care for them. They are helped to begin to understand how to be kind and gentle and not hurt one another. Children's self-esteem is promoted. Overall, staff promote children's physical health well and successfully build their confidence and sense of well-being.

### Outcomes for children require improvement

Children make reasonable progress in their learning and gain some of the skills needed for their move to school. For example, they learn to recognise their names and learn about similarities and differences between them and their friends. Most children's learning builds on what they already know and can do, and they reach expected levels of achievement. However, some children are not making as much progress as they might. This is due to the inconsistent approach towards observation, assessment and planning for children's future learning.

## Setting details

<b>Unique reference number</b>	310232
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	1031736
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Cullercoats Methodist Church Playgroup Committee
<b>Registered person unique reference number</b>	RP911657
<b>Date of previous inspection</b>	9 June 2015
<b>Telephone number</b>	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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