

Walbottle High School Playgroup



Walbottle Campus, Central Hall, Hexham Road, NEWCASTLE UPON TYNE, NE15 9TP

Inspection date	19 September 2016
Previous inspection date	21 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 quality of teaching is good overall. The well-qualified staff team uses a wide range of strategies effectively to promote the learning and development of all children in their care.
- Good supervision and training arrangements are in place to help the well-established staff team to improve the effectiveness of their teaching.
- Staff make regular and precise assessments of children's learning. This information is used well, overall, to support children to make good progress in their learning.
- Good partnerships with local schools are in place. This helps children become familiar with their new teachers before they leave playgroup and move into their new setting.
- Procedures for self-evaluation are good. The manager seeks the views of parents, staff and children in order to identify areas for improvement. This supports children's outcomes over time.
- High-quality care is provided by all staff. They develop good relationships with children and help them to become confident and motivated learners.

It is not yet outstanding because:

- Staff do not obtain enough information from parents about children's abilities and development when they start at the setting to promote more rapid progress from the outset.
- Some adult-led activities occasionally lack the meticulous level of planning to give children the best chance to build on their existing skills and rapidly achieve their next steps in learning.

What the setting needs to do to improve further

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

- gain more detailed information from all parents about what children know and can do when they start at the setting
- enhance the planning to ensure that all adult-led activities are tailored to children's individual learning needs and abilities so that they make more rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager of the playgroup.
- The inspector held a meeting with the manager and deputy manager. She looked at and discussed relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Nicola Jones

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There is a comprehensive understanding with all staff about how to keep children safe in the playgroup. They know how to act and who to contact should they have any concerns about a child's welfare. Clear procedures are in place for managing any allegation that may be made against a member of the staff team. The manager is well supported by her deputy. Working alongside staff in the playgroup room, they monitor the quality of planned educational activities, generally, well. This ensures that most activities accurately reflect children's stage of development. Children's assessments are reviewed regularly. This helps to identify any areas where children may require additional support in order to meet their individual needs. Staff implement any advice they receive from external agencies and services to help children to make progress in their learning.

Quality of teaching, learning and assessment is good

Staff are experienced and support children well who are new to the playgroup. They skilfully use resources, such as children's comforters from home, to engage them in activities and support their learning. Children use some number names in sequence when staff pretend their soft toy is building a tower of bricks. They begin to develop good relationships with staff when they play cooperatively and begin to take turns with the equipment. Children who have been attending playgroup for longer periods are supported equally well during child-initiated play. Staff sit alongside them in areas, such as the role play area, supporting their communication skills well. They use effective strategies, such as asking children questions, to encourage them to talk as they play.

Personal development, behaviour and welfare are good

Effective settling-in arrangements are in place. Children attend sessions in the playgroup with their parents before they begin to stay on their own. This helps to support their emotional well-being. On entry, good quality information is gathered from parents about children's physical needs. Information, such as children's medical requirements, is collected and used well to ensure continuity in the care they receive. Children's health is supported well. Staff provide a wide range of fresh fruit and vegetables at snack time. They plan fun, movement activities which encourages children to be physically active and move their bodies to the music. Children's behaviour is good. Staff gently explain to them where they can and cannot go within the room. This helps children to develop an understanding of rules and boundaries set within the playgroup.

Outcomes for children are good

Children make good progress in their learning. Some children make progress that is better than good. They are eager and energetic learners who explore their environment and enjoy learning. Children develop the skills they require, in readiness for school. They use equipment, such as paint, pencils and crayons to make their own marks on paper. They listen with interest to stories read at group time, demonstrating their understanding by responding well to comments and questions asked by staff.

Setting details

Unique reference number	EY374383
Local authority	Newcastle
Inspection number	1065181
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	30
Number of children on roll	36
Name of registered person	Walbottle High School Playgroup Committee
Registered person unique reference number	RP518601
Date of previous inspection	21 October 2013
Telephone number	0191 2673839

Walbottle High School Playgroup was registered in 2008. The playgroup employs five members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 3. Two members of staff hold appropriate qualifications at level 2. The playgroup opens from Monday to Friday, term time only. Sessions are from 9am until midday and 12.30pm until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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