

West Denton Playgroup

Hillhead Road, West Denton, Newcastle Upon Tyne, NE5 1DN



Inspection date	22 September 2016
Previous inspection date	4 March 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 and all children make good progress. Staff work alongside children effectively and strategies, such as modelling and explaining, help children develop good concentration.
- Children who speak English as additional language make good progress. Effective support by staff helps them to quickly acquire new words, extending their use of English.
- Staff have an excellent relationship with local schools. They liaise effectively with teachers about children's learning and care needs before children start. Good ongoing communication ensures a continued approach to their learning.
- The setting works well with parents. A range of opportunities is provided for staff to share information about children's learning. Drop off and collection times are utilised well to share information and ensure a shared approach to supporting children's learning.
- Children behave well in the playgroup. Staff ensure that children quickly develop an awareness of behavioural expectations.

It is not yet outstanding because:

- Self-evaluation does not yet show precise targets for further development or assess the impact that current priorities for improvement have on children's outcomes.
- Monitoring of staff practice and use of professional development opportunities are not yet highly focused on developing the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- enhance self-evaluation procedures further to identify more precise areas for development and assess the impact that improvements have on children's learning
- develop further systems for the monitoring of staff practice and use of professional development opportunities to help raise the quality of teaching to an outstanding level.

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 manager.
- The inspector held a meeting with the manager and looked at and discussed relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to parents and carers during the inspection and took account of their views.

Inspector

Elizabeth Fish

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are knowledgeable about the procedures to follow if they have any concerns about a child's welfare. Thorough recruitment procedures help to ensure that staff are suitable to work with children. The manager monitors children's records to ensure assessments are accurate and up to date. Arrangements for reviewing children's assessments are effective. The manager and staff quickly identify areas where children may require additional support. They take prompt and decisive action when areas for further support are highlighted. Overall, regular supervision meetings support all staff to understand their roles and responsibilities and ensure any underperformance is swiftly tackled. Staff are well qualified and generally supported to develop qualifications further. This has a positive impact on practice.

Quality of teaching, learning and assessment is good

Staff use their good knowledge of the interests and needs of individual children to plan a range of exciting learning opportunities which engages and challenges children. Staff have a good understanding of where children are in their learning. Planning is clearly focused on what children need to learn next. Children who have special educational needs or disability are supported well. Staff know how they can extend children's learning and incorporate targets from other professionals into their individual plans. The learning environment supports children's understanding of number. For example, activities, such as a tactile number line, encourage children to count forwards and backwards and recognise numbers. Children enjoy listening to stories and different strategies, such as the use of puppets, help to engage them.

Personal development, behaviour and welfare are good

Children are very happy and confident in the playgroup. They quickly form good relationships with their key person and other members of staff, who are very caring. Staff respond quickly when children who have recently joined the playgroup become upset. Children respond well to cuddles and reassurance and settle very quickly into the playgroup. Detailed information helps members of staff support children's care needs effectively. Children are well prepared for their move into nursery or school. They get to know the school and staff well before the move. This supports children's emotional well-being. The playgroup is well organised, indoors and outdoors, which helps to support children's emerging independence effectively. Outdoors, children enjoy a range of activities, such as digging and chalking. This helps develop their physical skills. Children also have the opportunity to use the adjoining school space for more energetic games.

Outcomes for children are good

Children make good progress in all areas of learning. They are developing good independence and key skills, helping prepare them well for their move to nursery or school. Children learn about the days of the week and the colour and shape of objects. Young children quickly learn to count. For example, they confidently count the children present each morning.

Setting details

Unique reference number	EY452707
Local authority	Newcastle
Inspection number	1066268
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	38
Number of children on roll	49
Name of registered person	West Denton Playgroup
Registered person unique reference number	RP531925
Date of previous inspection	4 March 2013
Telephone number	01912772031

West Denton Playgroup was registered in 2012. The playgroup employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 4, four hold level 3, and two hold level 2. The playgroup opens Monday to Friday from 8.45am until 3.15pm during term time only. It provides funded early education for two- and three-year-old children.

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