

South Gosforth Preschool (Newcastle) CIC

TRINITY CHRISTIAN COMMUNITY CENTRE, Lartington Gardens, Newcastle Upon Tyne, NE3 1SX



Inspection date

28 September 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 partnership with parents is well promoted as staff are skilled in sharing and using relevant information regarding child development. The information parents provide about their children contributes significantly to the staff's success in accurately planning for and meeting each child's needs.
- The pre-school leader demonstrates a strong commitment to improving the quality of the provision. Self-evaluation is ongoing and successfully identifies where the pre-school can be improved.
- The staff team is well qualified and this is reflected in the good quality teaching. They skilfully plan children's learning and development so that their needs and interest are met. Consequently, children achieve and enjoy their learning.
- Children are happy and well settled. The key-person system is effective. All children demonstrate good levels of confidence, showing they feel safe and secure in the pre-school. They receive plenty of attention, affection and praise. This supports their emotional well-being successfully.

It is not yet outstanding because:

- Opportunities for staff to share their knowledge, skills and expertise with other staff have not been explored to help to enhance the quality of teaching to the highest level.
- Links with local schools are not fully established to help the move children make from pre-school to school go as smoothly as possible.

What the setting needs to do to improve further

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

- provide more opportunities for staff to share their knowledge and expertise to help create a consistently high level of teaching
- strengthen links with local schools to help children move on confidently to their future learning environment.

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 pre-school leader.
- The inspector held a meeting with the pre-school leader. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff are aware of the signs and symptoms of abuse and how to report any concerns. Robust recruitment procedures help to ensure that staff are suitable to work with children. The leadership team monitors the educational programmes and the progress children make. They are keen to make sure that all groups of children attending achieve well. Overall, the monitoring of staff is regular and supportive. Partnerships with parents are good. Staff talk to parents about what children already know and can do when they first start to help them plan children's learning from the outset. This is then supported by daily exchanges of information about children's care routines, activities and achievements. Additional funding is used successfully to meet the needs of children.

Quality of teaching, learning and assessment is good

Staff use their observations and knowledge of individual children to plan enjoyable activities and experiences. Assessments are monitored closely to ensure all children make good progress. Staff have high expectations of what children can achieve. They ask challenging questions and introduce new vocabulary. Staff are particularly skilled at knowing just when to intervene to help children to extend their thinking and their language, when children are choosing their own activities. They support children's early literacy skills well. For example, as they arrive children are helped to find their name card. Key words in the home languages of children who speak English as an additional language are displayed. Children who have special educational needs or disability are supported very well. They receive external professional support and robust intervention plans are regularly reviewed and shared with parents.

Personal development, behaviour and welfare are good

All children are warmly welcomed by staff, who use their skill and sensitivity to help them settle in. Children are confident and happy and they form strong relationships with staff. Children's behaviour is good. Staff are positive role models and give consistent guidelines. They help children to learn about respect, acceptable behaviour and being kind to their friends. Staff encourage good hygiene routines and promote regular exercise as part of helping children to learn about the importance of a healthy lifestyle. Children eagerly access the outdoor play area where they have many opportunities to further their learning and participate in physical activities.

Outcomes for children are good

All children, including those who receive funding, children who have special educational needs or disability, and those who speak English as an additional language, make good progress from the outset. Children enjoy listening to stories and learn to recognise and write their name. Older children use mathematical language in their play to count, recognise numbers and to describe position and size. Children are enthusiastic and develop confidence in their own abilities. They learn to manage their own care needs and enjoy the responsibility of small tasks. Children are successfully acquiring the key skills needed to move on to the next stage of their learning or school.

Setting details

Unique reference number	EY481770
Local authority	Newcastle
Inspection number	994044
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	26
Number of children on roll	29
Name of registered person	South Gosforth Preschool (Newcastle) C.I.C.
Registered person unique reference number	RP908044
Date of previous inspection	Not applicable
Telephone number	0191 2852432

South Gosforth Preschool (Newcastle) CIC has been registered since 2014. The pre-school employs six members of staff. Of these, three hold qualified teacher status, two hold appropriate early years qualification at level 4, and one holds an appropriate early years qualification at level 2. The pre-school opens Monday to Friday, term time only. Sessions are from 9.30am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs or disability.

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