

Parkway Playgroup

c/o Knoplaw Primary School, Hillhead Parkway, NEWCASTLE UPON TYNE, NE5 1DS



Inspection date

5 October 2016

Previous inspection date

14 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 know children well and have a clear understanding of how they can support them further.
- Children settle very quickly into the playgroup. Detailed information helps members of staff support children's care needs effectively. This supports children's emotional well-being.
- Children who speak English as additional language make good progress. Good support by staff helps them to quickly acquire new words, extending their use of English.
- Staff have a good relationship with local schools. Good communication between staff promotes continuity in children's learning.
- Children behave well in the playgroup. Staff ensure that children quickly develop an awareness of behavioural expectations.
- The managers have an accurate understanding of how they can improve the setting. They make a concerted effort to address areas for development and work effectively with the local authority to seek additional support.
- The playgroup 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 to ensure a shared approach to supporting children's learning.

It is not yet outstanding because:

- Occasionally, the organisation of some aspects of the daily routine does not fully support children to develop concentration and attention skills as they play.
- Sometimes, the strategies used by staff to support children's early writing skills are not fully effective.

What the setting needs to do to improve further

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

- implement more effective strategies to support and extend children's early writing skills
- improve the organisation of the daily routine to better support children's concentration and attention skills.

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 managers. She 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 make sure staff are suitable to work with children. Monitoring of children's learning is highly effective. The managers quickly identify where children or groups of children need additional support. They take decisive action where necessary. Professional development is targeted at raising achievement and is based on priorities identified through the playgroup's monitoring and evaluation. Regular supervision meetings support all staff to understand their roles and responsibilities and ensure any underperformance is tackled. Staff are well qualified and supported to develop qualifications further. This has a positive impact on practice and, therefore, outcomes for children.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff plan a range of high-quality learning opportunities to support what children need to learn next. They understand how to support children's learning and development and play alongside them effectively, extending their interests. Children enjoy looking at books and talking about illustrations with staff. Effective teaching helps children to learn about illustrations, text and how to handle books. Staff support children's language well. Effective strategies, such as repeating and extending what children are saying, help children to communicate confidently. They adapt their language well to support children's individual needs. Good information sharing with parents helps to promote children's learning. For example, staff gather a range of information about children's learning and development when they start in the setting. This helps them to meet children's needs quickly and effectively.

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. Staff know children well and respond quickly when they become unsettled and need further reassurance. They support children effectively to share resources. Children are encouraged to find their own solutions when possible disputes occur. For example, children agree a suitable solution when they both wish to use the same paints. There is a well-organised physical environment indoors and outdoors, which supports children's independence effectively. Children enjoy a range of activities outdoors to support their learning across all areas. Staff plan a range of opportunities to support children's physical development.

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 school. Children learn how to read and write their names and handle tools effectively. For example, they use scissors to cut play dough. Children count accurately and learn about the days of the week and the colour and shape of objects.

Setting details

Unique reference number	319266
Local authority	Newcastle
Inspection number	1064092
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	20
Number of children on roll	21
Name of registered person	Parkway Playgroup (Newcastle Upon Tyne) Committee
Registered person unique reference number	RP907456
Date of previous inspection	14 March 2013
Telephone number	0191 2674453

Parkway Playgroup was registered 1992. The playgroup employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The playgroup opens from Tuesday to Friday all year round. Sessions are from 8.30am until 12.15pm, during term time only. The playgroup provides funded early education for two- and three-year-old children.

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