

Bedlington Station Playgroup

Bedlington Station First School, School Road, BEDLINGTON, Northumberland, NE22
7JQ



Inspection date	11 October 2016
Previous inspection date	26 February 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 manager and staff work effectively to help ensure that all aspects of the provision meet the needs of the children. They identify the strengths and weaknesses accurately and focus on improving the outcomes for children and parents.
- Children are happy in this caring, safe and friendly environment. They are keen to explore indoors and outdoors. They are well motivated in their play. Children thrive in the well-organised provision and make good progress in their learning and development.
- Partnerships with parents are good. Staff regularly update and share information about their child's progress and development. Parents comment on how this helps them to continue their children's learning at home.
- Well-established links with other providers and local schools are effective. This ensures that children's needs are maintained and provides continuity in their future learning.
- Staff are very kind and caring towards the children and have an in-depth knowledge of each child's needs. They work together closely with parents to make sure every child settles in quickly, and is safe and happy at playgroup.

It is not yet outstanding because:

- Occasionally, information from observations and assessments is not used to sharpen the focus of plans for individual children's next steps in learning.
- The programme for the professional development of staff is not highly focused to raise the quality of teaching.

What the setting needs to do to improve further

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

- use information gathered through observations and assessments consistently to focus even more sharply on what each child needs to learn next and to help close any gaps in their learning at a faster rate
- build on the programme of continuous professional development, so that the quality of teaching is constantly improving.

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

Inspector

Eileen Grimes

Inspection findings

Effectiveness of the leadership and management is good

The manager continually reflects on daily practice in the playgroup. Staff gather the views of parents to help identify areas for development and improvements, in order to support children's learning. The arrangements for safeguarding are effective. Staff have a good understanding of their responsibilities to safeguard children and the procedures to follow in the event of any concerns about children's welfare. Partnerships with parents and other professionals are well established. Effective systems are in place to share information about children's development and achievements. Well-established staff supervision sessions enable the manager to monitor the quality of the provision effectively. Some mandatory training, such as first aid and safeguarding is identified and accessed. This helps to build on and improve the quality of the provision.

Quality of teaching, learning and assessment is good

Staff are well qualified and have a good understanding of how children learn and develop. They make regular observations of children's learning. This ensures that most assessments and planning of children's progress assist with setting targets for what they need to learn next. Staff plan a good range of activities and experiences that appeals to children's interests and promotes their progress in all areas of learning. They provide a range of opportunities for children to develop their creativity, physical skills and interest in making marks. For example, younger children enjoy brushing hair during imaginary play at the hairdressers and older children enjoy making marks in various ways, including innovative ideas that support their interests, for example, drawing with pens attached to cars. Staff support children's communication and language development well. For example, they ask questions as children play and they listen carefully to what children have to say, extending the conversation.

Personal development, behaviour and welfare are good

Parents and children develop a real sense of belonging within the playgroup. Parents feel the setting is welcoming and supportive when their child is settling in. Children seek out their key person when they need extra support and all children benefit from plenty of individual attention. Older children are very kind and caring towards the younger ones and behaviour across both age groups is good. For example, an older child tries to encourage a new child to join in with singing and action rhymes. The playgroup provides a very good range of resources and activities that helps children learn about the similarities and differences between themselves and others. This helps them to understand about the cultures and beliefs of people in their own community and in the wider world. Children learn how to adopt healthy lifestyles through plenty of outdoor play, eating healthy foods and learning positive hygiene practices.

Outcomes for children are good

All children, including those in receipt of funding, make good progress. Children are enthusiastic and develop confidence in their own abilities. They actively explore the environment and seek out their friends to share their experiences. Children develop key skills that help to prepare them for more formal learning when they move on to school.

Setting details

Unique reference number	EY452710
Local authority	Northumberland
Inspection number	1066269
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 8
Total number of places	24
Number of children on roll	20
Name of registered person	Action for Children
Registered person unique reference number	RP901399
Date of previous inspection	26 February 2013
Telephone number	01670822326

Bedlington Station Playgroup was registered in 2012. The playgroup employs seven members of childcare staff. All hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The playgroup opens from Monday to Friday, term time only. Sessions are from 9.15am until 11.45am. The playgroup provides funded early education for two-, three- and four-year-old children.

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