

St. Edward's Playgroup at Coquet Park First School

Coquet Park First School, The Links, Whitley Bay, Tyne and Wear, NE26 1TQ



Inspection date

18 October 2016

Previous inspection date

16 September 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The provider does not have robust systems in place to ensure that all committee members are suitable for their role. Ofsted has not been provided with the necessary details of each individual so that suitability checks can be completed. This poses a risk to children's safety and welfare.
- Staff do not obtain enough information from parents about children's abilities and development when they start at the playgroup, to promote rapid progress from the outset.
- Monitoring of staff practice is not yet highly focused on developing the quality of teaching to an outstanding level.

It has the following strengths

- Staff provide high levels of care and they support children well to become confident and motivated learners.
- Children's behaviour in the playgroup is very good. Staff help them to develop a strong understanding of boundaries and expectations in all areas of the provision.
- Children's assessment information is reviewed well by the manager and her deputy. This helps to identify areas where children may require additional help from external professionals, if appropriate, to meet their individual needs.
- The manager maintains a good overview of the activities available to children. She works well alongside her staff team to ensure experiences provided reflect children's interests and stage of development.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- ensure that Ofsted is provided with the necessary information to enable them to carry out suitability checks on committee members. 31/10/2016

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 playgroup
- strengthen systems for the monitoring of staff practice to help raise the quality of teaching to an even higher 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 playgroup manager.
- 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 inadequate

The arrangements for safeguarding are not effective. The registered provider has failed to ensure that Ofsted has the information needed to carry out checks that ensure that all committee members are suitable for their role. However, all playgroup staff have a firm understanding of safeguarding issues. They know how to act and who to contact should they have any concerns about a child's welfare. The premises are secure which helps to keep children safe. Overall, arrangements for self-evaluation help to bring about positive changes to the playgroup. The views of parents, staff and children contribute to this process and help to improve children's outcomes over time. Overall, staff are supported well in the playgroup. They share their ideas and discuss practice.

Quality of teaching, learning and assessment is good

Staff make regular and precise assessments of children's learning, these are detailed well in documentation, such as individual learning journal files. Interesting and challenging experiences are planned based upon this information and support children to make progress in their learning. Staff are well qualified and support children very well. They actively engage with children as they play, encouraging them to explore and try new experiences. For example, staff make a tent for children using blankets and provide resources, such as torches. Staff go inside the tent with children and model how to make patterns on the roof with the torch. Children become deeply involved in their learning and explore their own patterns, extending their investigation skills well. Learning is shared with parents when they collect their children at the end of the session. This keeps them updated with the progress their children are making.

Personal development, behaviour and welfare are inadequate

The welfare of children is not totally secure because the provider has not ensured that members of the committee have been thoroughly vetted. However, staff support children very well throughout the session. They support children's emotional well-being effectively and are quick to identify and meet the needs of any children who may be feeling tired or unwell. Information from parents, such as any physical needs children have or comforters they may have, is used to provide continuity in the care children receive. Partnerships with the host school are strong. This supports children's emotional well-being effectively when they move from the playgroup into school.

Outcomes for children are good

Children make good progress in their learning. They are enthusiastic, keen learners who show high levels of curiosity as they play. Children develop key skills and knowledge, in readiness for school. They develop early writing skills and they use large chalks outside and hold large brushes to paint the fence with water. They join in with key words and phrases and they listen to their favourite stories, enhancing their early reading skills.

Setting details

Unique reference number	EY304680
Local authority	North Tyneside
Inspection number	1064717
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	26
Number of children on roll	28
Name of registered person	St. Edward's Playgroup at Coquet Park First School Committee
Registered person unique reference number	RP525447
Date of previous inspection	16 September 2013
Telephone number	0191 2008708

St. Edward's Playgroup was registered in 2005. The playgroup employs four members of childcare staff. All staff hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday, term time only. Sessions are from 9am until midday.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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