

St. Edward's Playgroup

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



Inspection date

23 January 2017

Previous inspection date

18 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 management committee has taken effective steps since the last inspection to address the previous action. Management and staff have a strong determination and passion to drive further improvement.
- Parents are happy with the playgroup. They comment on how they are pleased that their children are settled and happy at the playgroup and that their children enjoy taking part in all the activities on offer.
- Staff use their observations effectively to plan what children need to learn next. This means activities capture children's interests and help to develop their concentration and skills appropriately.
- Staff are kind and caring and act as appropriate roles models to promote children's positive behaviour. Staff encourage children to share and take turns and praise their efforts and achievements.
- Children are kept safe, as the premises are secure and free from hazards. They are well supervised and robust risk assessments and regular safety checks are used to monitor overall safety.

It is not yet outstanding because:

- Occasionally activities do not fully stretch the mathematical learning of some children who could learn even more.
- The manager has not fully implemented an effective process to support staff even further to ensure the quality of practice and teaching remains consistently strong.
- Partnership working with other providers is not highly successful. A two-way flow of information about children's learning is not always effectively shared.

What the setting needs to do to improve further

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

- stretch and challenge the mathematical understanding of those children capable of learning even more
- extend the process of staff support even further to ensure the quality of staff practice and teaching remains consistently strong
- strengthen partnership working with other providers and establish a highly successful two-way flow of information about children's learning between the different settings they attend.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management is good

The management committee and manager have addressed the action from the previous inspection. They have provided relevant information to Ofsted to enable suitability checks to be carried out on the committee members. The manager has also started to make subtle improvements to the way she carries out observation of staff practice. The arrangements for safeguarding are effective. All staff have completed child protection training and know how to report possible abuse or neglect. There are effective procedures in place for the recruitment and vetting of staff. This helps to ensure that all staff are suitable to be in regular contact with children. The manager and staff continually assess how children are developing and work closely together to monitor their progress. The staff team uses self-evaluation to identify areas for improvements and gains the views of parents, to help them drive the playgroup forward.

Quality of teaching, learning and assessment is good

Observations of children's play are used successfully to make assessments of progress in learning and development. Staff use the information gained to identify what children need to move on to next. They focus on supporting children's language and communication skills well. For example, they provide a running commentary about what children are doing. They use questions to help children to think and hold purposeful conversations about their home experiences. Staff provide a wide range of opportunities for children to be creative and play together. For example, children enjoy being imaginative as they play in the role play area and with small-world toys. Staff generally take advantage of most opportunities that arise to help promote children's progress. For example, children have fun playing with modelling dough. Staff teach them how to roll the dough flat and cut out shapes and this helps to promote children's physical development.

Personal development, behaviour and welfare are good

Children enter the playgroup with enthusiasm and are eager to play. They are happy and confident and demonstrate that they feel safe and secure. Staff encourage children to make choices in their play from a good range of resources, most of which are easily accessible. Children's behaviour is good and they are gaining a good understanding of expectations and boundaries. They develop their confidence and self-esteem as they enjoy the praise they receive for their efforts and achievements. Staff use snack time to talk to children about healthy options and the benefits of eating healthy foods. Children benefit from plenty of fresh air and they enjoy playing outside.

Outcomes for children are good

Children are becoming successful learners and acquire all of the skills they will need for moving on to school. They follow the simple boundaries and rules that are set. Children develop good communication and language skills and can express their wants or needs. They also keenly share their thoughts and ideas. Children have opportunities to make marks, supporting their emerging writing skills. They develop their independence as they tidy away resources and put on their coats to go outdoors.

Setting details

Unique reference number	EY304680
Local authority	North Tyneside
Inspection number	1076970
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	24
Name of registered person	St. Edward's Playgroup Committee
Registered person unique reference number	RP525447
Date of previous inspection	18 October 2016
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.

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