

# Springfield Playgroup

Springfield Park Community Centre, Forest Hall, NEWCASTLE UPON TYNE, NE12 9AG



## Inspection date

30 January 2017

Previous inspection date

28 November 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

- Managers and staff are welcoming and highly professional. The good communication between all members of the team helps to ensure the overall smooth running of the playgroup.
- The learning environment is stimulating and organised well. Toys and resources are arranged to enable children to make choices about what they want to do. Children play happily with staff and other children.
- Children make good progress towards the next stages in their learning. For instance, staff make good use of regular opportunities, such as children's play, to help introduce them to numbers and counting.
- Staff are good role models for children. They are kind and polite, and remind children to use good manners. Staff praise children for their achievements, which help them to develop good levels of self-esteem.
- The key-person system is effective and staff know children well. Children form secure emotional attachments and have their individual needs met well.
- Staff help to keep children safe by completing daily checks of the premises and resources. They implement policies and procedures to ensure everyone is aware of their responsibilities to protect children from harm.

### It is not yet outstanding because:

- All parents and children do not yet have opportunities to contribute towards the evaluation of the nursery.
- Systems for analysing the progress made by different groups of children are still being developed.

## What the setting needs to do to improve further

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

- use the views of all parents and children more effectively to inform the plans for improvement, so that the drive to improve is strengthened and practice is clearly targeted, in order to help children reach the highest levels of achievement
- build further on arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels.

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

### Inspector

Rachel White

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is directly involved with the care of children. The experienced and long-standing staff team shows a strong commitment to providing a good and stable environment for children. Partnership with parents is positive. Parents comment that the levels of communication are good and that their children settle well. The arrangements for safeguarding are effective. Staff reflect well on the types of abuse that could cause concern and the procedures to follow. Staff complete essential training. For example, all staff have paediatric first-aid certificates. The staff-to-child ratios and qualification levels exceed the requirements. As a consequence, there are very effective levels of supervision and support for children.

### Quality of teaching, learning and assessment is good

Staff plan a good range of activities that supports children's next steps for learning. Staff complete children's learning journeys and track individual progress. They participate in children's play to encourage and challenge them well, and to broaden their learning experiences. For example, they challenge children to count in many activities and encourage children to compare size and quantity to promote their mathematical development. Children develop good listening skills, for example as they enjoy stories and discussions. Children are developing good self-care skills and independence. Children enjoy assisting in the preparation of fruit for snack time and the social interaction they engage in as they sit around the table together.

### Personal development, behaviour and welfare are good

Staff encourage children to share and take turns with each other. They help children to think creatively and they closely supervise and support them. For example, they encourage children to explore different resources and to test out their own ideas. Staff provide a wide range of enjoyable physical activities for children, such as manipulating play dough. They provide a large space for children to race on their bicycles. Children move with ribbons to music, and play with a foam frisbee. These activities excite children and they help to continuously develop their new skills. Staff offer praise to children and celebrate their achievements, which helps to develop their self-confidence.

### Outcomes for children are good

Children are growing in confidence and are building friendships. Children make good progress from their starting points. Children are enthusiastic learners; they are motivated and enjoy trying new experiences. Staff support children effectively to develop basic skills, such as communication and number skills. Children are given the time to explore and decide for themselves when they are ready to join in with activities. Children are well prepared for their next steps in learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY384507
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	1065291
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Lisa Kathleen Marchbanks
<b>Registered person unique reference number</b>	RP515272
<b>Date of previous inspection</b>	28 November 2013
<b>Telephone number</b>	07904984994

Springfield Playgroup was registered in December 2008. The playgroup operates on Monday, Thursday and Friday from 9.30am to 12.30pm, term time only. There are currently three members of staff, all of whom have appropriate early years qualifications. The manager holds an early years degree and two members of staff have qualifications at level 3. The playgroup provides funded early education for two-, three- and four-year-old children.

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