

Plant-Pots Playgroup

Great Park Community Centre, Roseden Way, Newcastle Upon Tyne, NE13 9BD



Inspection date

6 March 2017

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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

- Children are keen learners who are excited and highly motivated by the engaging activities provided. This is because staff place the children's interests at the heart of their planning.
- Older children have high levels of self confidence. They are able to effectively manage their own behaviour due to the consistent modelling of expectations provided by staff. A strong emphasis on promoting good behaviour means this is valued and encouraged.
- Staff have a secure understanding of how to safeguard children. They all complete training and are continually tested on their understanding of what they would do if they had a concerns about a child in a particular situation. This results in all children's welfare being successfully protected.
- Staff make regular checks on children's progress. Managers ensure that all staff use these well to support children to make the best possible progress. Staff have high expectations of what children can achieve in their learning and development.
- Children separate easily from their parents due to the warm welcome provided by all adults who work with them.

It is not yet outstanding because:

- Deployment of staff does not always ensure that children's individual needs are continually met, for example, where children have additional needs.
- There are some differences between staff's practice when working with younger and older children. This creates inconsistencies when extending language development and introducing new words.

What the setting needs to do to improve further

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

- consider how staff are deployed throughout the sessions to ensure their skills in working with children differing of abilities are fully utilised.
- ensure that all children's language and communication skills are effectively extended by consistently promoting successful teaching.

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 setting's manager.
- The inspector held a meeting with the manager and looked at a sample of documentation. She discussed children's progress and action plans.
- The inspector checked evidence of the suitability of adults working on the premises.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Julie Larner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff at all levels work hard to ensure that they identify and act on concerns. This means that children are protected from harm. Effective induction and recruitment procedures ensure that children are cared for by safe and suitable adults who know how to successfully promote the setting's policies and procedures. The manager promotes the continuous professional development of staff which helps improve the quality of teaching. This leads to improvements in children's learning, such as mathematical development for younger children. The manager has high expectations of adults who work with children. Teaching has improved through effective supervision sessions and regular observations of staff's practice. Accurate improvement plans mean that resources are focused on children making as much progress as they can in their learning.

Quality of teaching, learning and assessment is good

Children's development is carefully assessed by the manager and staff to ensure that planning captures the next steps in their learning. Where children are identified at risk of falling behind, staff regularly monitor their progress and help them catch up. Staff quickly identify where children require specialist support and work with professionals to ensure each child's individual development needs are swiftly met. Older children are excited learners. They relish learning about parts of the body and highly responsive staff challenge and test their learning to see what they know. Diversity is valued and promoted well for example, as children learn simple rhymes in Spanish.

Personal development, behaviour and welfare are good

Children's independence is promoted successfully in the setting. A good range of easily accessible, high quality resources results in children making their own decisions about what they want to do. Healthy eating is effectively promoted and children spontaneously talk about exercise and the effect this has on their bodies. Children enjoy very strong relationships with the staff who care for them. This positively fosters their self-confidence. Working in partnership with parents is a highly effective two way process. Collecting a wealth of information when children start to attend enables staff to quickly develop strong bonds with children that successfully promotes their emotional well being. Parents are regularly updated about their child's progress which results in them being about to continue their child's learning at home. The positive relationships that have been developed results in parents becoming involved in sessions, such as attending to read on World Book Day.

Outcomes for children are good

Regular links with the local school means children get to know their future teachers and promotes smooth transitions to the next stage in their learning. Children are well prepared for school because they learn new skills that enable their personal independence and they are beginning to link sounds to letters. The setting provides a brief 'overview' of each child. This ensures that as children move on to school, the adults working with them gain

a true understanding of the child's personality and their stage of development.

Setting details

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|------------------------------------|---|
| Unique reference number | EY477860 |
| Local authority | Newcastle |
| Inspection number | 1022985 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 2 - 5 |
| Total number of places | 70 |
| Number of children on roll | 82 |
| Name of provider | Tamasine Louise Mcqueen |
| Date of previous inspection | Not applicable |
| Telephone number | 0191 2368196 |

Plant-Pots Playgroup was registered in 2014 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in Great Park Community Centre in the Great Park area of Newcastle upon Tyne and is managed by a private provider. The playgroup serves the local area and is accessible to all children. It operates from the hall and there is a fully enclosed area available for outdoor play.

The playgroup employs eleven members of staff. Of six, three hold an appropriate early years qualifications at level 3 or above, including one member of staff with Qualified Teacher Status and one Early Years teacher.

The playgroup opens Monday to Friday during term time only. Sessions are from 9am to 3pm, Monday to Friday.

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