

The Hardman Centre Pre-School Playgroup

Hardman Centre, Dryden Road, Low Fell, Gateshead, Tyne and Wear, NE9 5HP



Inspection date

20 October 2017

Previous inspection date

6 October 2014

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

- Children enter the pre-school with confidence and staff welcome them warmly. Staff provide a good range of activities that interest and support children's ongoing learning and development.
- Partnerships with parents are good. Parents are informed about their child's care, learning and development. Parents state that children skip into the group at the start of the day, and that staff go the extra mile to ensure children's individual needs are met.
- Staff support children well to make kind and considerate relationships, with them and their peers. Children play happily together. Staff provide a secure base for children's well-being and independence.
- The manager and her team have conducted a detailed self-evaluation. They demonstrate a passion to build on the existing provision to achieve the best possible outcomes, for all children.

It is not yet outstanding because:

- Staff do not always provide enough opportunities for the older, most-able children to fully concentrate.
- The programme for the professional development of all staff does not focus robustly on raising the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- provide the older, most-able children with more opportunities to concentrate without distractions
- build on the programme of continuous professional development, so that the quality of teaching is constantly improving.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed activities throughout the pre-school, assessed the quality of teaching and the impact on children's progress. The inspector spoke to staff and children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at records and documentation, including evidence of the suitability of adults within the pre-school.
- The inspector spoke to parents and took account of their views and comments.

Inspector

Eileen Grimes

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures staff have a secure understanding of their role to safeguard and protect children. Staff know the procedures to report concerns about a child's welfare to the relevant authorities. The manager implements thorough recruitment and vetting processes to ensure staff are suitable to work with children. Staff monitor children's progress well. They identify gaps and seek support from other professionals, when required, to strengthen children's development.

Quality of teaching, learning and assessment is good

Staff know children well and use accurate assessments to plan challenging activities that support their good progress. Children are happy and eager to join in with the play. Staff identify opportunities to support children in developing their mathematical skills. For example, they can count to 10 and above, while building towers and making comparisons of size. Staff develop children's communication and language skills and ask a wide range of appropriate questions. Children are able to discuss their own thoughts and opinions. Staff create the hub of the room around the reading and writing areas. This has resulted in all children, particularly boys, accessing the reading corner. Children are familiar with books, enjoy retelling their favourite stories and extend this interest into writing.

Personal development, behaviour and welfare are good

Children behave well and staff support them to understand the feelings of others. Children share, negotiate and take turns as they play. This contributes to their good social and emotional development. Staff tend to children's personal care needs well, such as changing children into dry clothes after water play. The key-person system is effective and children are happy and settled. Discussions between staff and parents support staff's understanding of children's experiences, outside of the pre-school. This contributes to children's emotional well-being and helps staff to plan activities based on what children already know. Staff provide opportunities for children to develop independence and good self-care skills. For example, children take off their coats and put their book bags away on arrival, and pour their own drinks during snack.

Outcomes for children are good

Children develop a strong set of skills in preparation for their future learning, including the move on to school. They learn to keep themselves safe and listen to adults. For example, they follow staff instructions to access the outdoor area safely. Children develop inquisitive minds. For example, they closely examine conkers and leaves they have found in the park and ask questions about them to further their understanding.

Setting details

Unique reference number	311883
Local authority	Gateshead
Inspection number	1103606
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	46
Name of registered person	The Hardman Centre
Registered person unique reference number	RP906070
Date of previous inspection	6 October 2014
Telephone number	0191 4874248

The Hardman Centre Pre-School Playgroup registered in 1992. The pre-school is open Monday to Friday, term time only, from 8.45am until 3.30pm. The pre-school employs five members of childcare staff. All hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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