

CHADCA Playgroup

Hanover Close, Newcastle-upon-Tyne, Tyne and Wear, NE5 1EG



Inspection date	11 January 2018
Previous inspection date	14 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

- The management team regularly monitors accident and incidents, to highlight any trends and prevent future reoccurrence. Staff complete daily checks on the indoor and outdoor environments to ensure these are safe and secure for children.
- Staff establish effective relationships with parents. They keep them well informed about their children's time at the setting. They share resources, such as storybooks and games, with parents to help them to continue their children's learning at home.
- Staff promote children's emotional well-being effectively. Children are clearly happy, relaxed and content in their surroundings. They develop good friendships with their peers. Staff create a friendly, welcoming and homely environment, and are caring and nurturing towards children.
- Staff successfully adapt activities to meet the different ages and abilities of individual children. This helps to maintain children's interest and attention, and support their good progress.
- Children are willing to 'have a go', and are supported by staff to be proud of their achievements and accomplishments.

It is not yet outstanding because:

- Although staff regularly develop their professional skills, there is a lack of focus on strengthening the good quality of teaching even further.
- Although the management team recognises the benefits of working in partnership with other providers, they do not always share sufficient information to enable them to fully establish a complementary approach to children's learning.

What the setting needs to do to improve further

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

- extend the programme of professional development, to target raising the quality of staff teaching to an even higher level
- strengthen information sharing with teachers from local primary schools, to fully complement children's learning and development.

Inspection activities

- The inspector viewed all areas accessed by children, and observed play and learning opportunities.
- The inspector carried out a joint observation with the manager and spoke to staff members in the setting.
- The inspector carried out an interview with the management team, and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plan.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Inspection findings

Effectiveness of the leadership and management is good

The management team strives for continuous improvement. They actively seek the views and opinions of others, to enable them to devise specific plans for future development. Good systems are in place to monitor staff performance, including supervision meetings and appraisals. Staff work well together as a team and share ideas and suggestions with each other. The arrangements for safeguarding are effective. Staff are confident to discuss the procedures to follow, if they have any child protection concerns. Furthermore, the lead practitioner has a secure understanding of her role and responsibilities to safeguard children and staff at all times.

Quality of teaching, learning and assessment is good

Staff are well qualified and have a strong knowledge of children's individual interests and learning needs. They regularly observe and assess children, to monitor their progress and highlight their abilities and attainments. This enables staff to accurately identify and address any gaps in children's learning and development. Children have numerous opportunities to develop their physical skills and participate in energetic play. For example, older children negotiate space well, such as using ride-on toys, and they extend their coordination on the climbing frame and slide. Staff effectively foster children's personal, social and emotional development. They involve children in social activities, where they learn how to share and take turns with their peers. In addition, these experiences increase children's early mathematical skills, as they recognise various shapes and practise their counting.

Personal development, behaviour and welfare are good

Children continually develop their independence and self-care skills during daily routines. Staff positively support children to learn about good health and hygiene practices, including handwashing procedures. Children are fully aware of appropriate expectations and boundaries. Staff use a consistent approach to manage children's behaviour. They provide children with frequent levels of praise and encouragement to build their confidence and self-esteem. Staff have a good understanding of how to prepare children for their future move, to the next stage in their learning. They efficiently help children to gain a wide range of skills needed for school.

Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points. They concentrate well and show focus during their learning experiences. Younger children easily use a selection of tools and equipment, and build their small-muscle skills, as they investigate malleable materials. Older children develop their early writing skills and thoroughly enjoy participating in mark-making activities. Children acquire a good understanding of the world around them. For instance, they explore different festivals, cultures and traditions to promote their awareness of equality and diversity.

Setting details

Unique reference number	EY372282
Local authority	Newcastle
Inspection number	1104772
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	29
Name of registered person	CHADCA Early Years Playgroup Community Intererst Company
Registered person unique reference number	RP909918
Date of previous inspection	14 October 2014
Telephone number	07505419903

CHADCA Playgroup registered in 2008. The setting employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The setting opens Monday to Thursday, from 8.45am until 11.15am, and Wednesday and Thursday from 12.15pm until 2.45pm, during term time only. The setting receives funding for the provision of free early education for two-, three- and four-year-old children.

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