

Blyth Central Pre School

Sure Start, 103 Wright Street, Blyth NE24 1HG



Inspection date	19 September 2018
Previous inspection date	Not applicable

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

Effectiveness of 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

The provision is good

- The quality of teaching is good and staff are extremely enthusiastic in their approach to support children's learning. Children are provided with a stimulating and well-resourced learning environment. They have lots of fun and participate enthusiastically in the many exciting learning opportunities available.
- Children behave well in relation to their ages and stages of development. The staff team have high expectations of behaviour and make sure children quickly learn what is acceptable. They successfully lead by example and are very kind, calm and well mannered.
- The manager and staff have a clear understanding of their role and responsibility to safeguard children. They are aware of current legislation and the procedures to follow should they have any concerns about the welfare of a child.
- Systems for observation and assessment are strong. Staff identify gaps in children's learning and effectively monitor children's progress. As a result, all children make good progress from their starting points.

It is not yet outstanding because:

- Occasionally staff miss opportunities to support children further in their understanding of mathematical concepts with regard to shape, measure and size.
- On occasions, children become less engaged because they are distracted or wait for too long while staff complete domestic duties.

What the setting needs to do to improve further

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

- extend children's opportunities to count, compare quantities and size while they are involved in different activities
- consider the routines followed, to help reduce the time children spend waiting for staff to complete domestic duties, to fully engage children to learn at all times.

Inspection activities

- The inspector observed the activities indoors and outdoors and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times 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 setting.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Anthea Errington

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff understand the procedures to follow to help keep children safe and know who to contact if they have a concern about a child's safety or welfare. Robust recruitment, induction procedures and ongoing supervision ensure staff's suitability to work with children. Children who have special educational needs and/or disabilities are well supported. Staff use and act on the advice they receive from external professionals. They also make effective use of additional funding to support children's progress. Evaluation is effective and the manager and staff identify appropriate areas for improvement. For example, they have recently increased natural and sensory resources to further children's interest. The setting works well with other providers and outside professionals to ensure good support and progress in children's learning. Partnerships with parents are very strong, parents speak very highly with regard to the support they and their children receive.

Quality of teaching, learning and assessment is good

Staff know how children learn and develop through play. Information from parents to establish children's starting points, in addition to ongoing observations, ensure a wide range of exciting opportunities, which help and enthuse children to learn. Children enjoy sensory play. They explore the texture of playdough and discuss the pleasant smell of the lavender bunches. They practise their mark making as they happily paint using brushes at the easel and use water outdoors. They have lots of fun as they splash and stamp their feet in the water tray outdoors, and express an interest in their surroundings as they listen to the environmental sounds around them. Staff encourage children to interact as they listen to stories. For example, they pretend to roar like lions when they see the picture displayed. Children's communication skills are developing well. They discuss, with staff, how strong the wind blows around them.

Personal development, behaviour and welfare are good

Children are settled and happy. Staff place a high priority on supporting children's emotional well-being. They are kind and caring and respond sensitively to children, helping them to settle into their new surroundings. Children develop strong attachments to staff and develop positive relationships with each other. Children behave well. They respond well to instructions and they learn to follow rules such as sharing and taking turns. Children benefit from being active outdoors. They develop their confidence and physical skills to use a variety of equipment safely, including climbing and balancing on small apparatus. In addition, they skilfully use scissors, which helps to develop their small-muscle skills. Dietary requirements are met and snack time is healthy and nutritious. This all contributes well towards their physical health.

Outcomes for children are good

Children are well prepared for the next stage of their education, including school. They develop an understanding of technology and enjoy playing with torches, microphones and cameras. They learn about differences and similarities within their own communities and celebrate festivals and events. For example, they recently celebrated the festival of Eid with a tea party.

Setting details

Unique reference number	EY536191
Local authority	Northumberland
Inspection number	10076737
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	40
Number of children on roll	39
Name of registered person	Barnardo's
Registered person unique reference number	RP518879
Date of previous inspection	Not applicable
Telephone number	01670798804

Blyth Central Preschool registered in 2016. The playgroup is open Monday to Friday, term time only from 8.45am to 11.45am and from 1.30pm to 3.30pm. The playgroup employs eight members of childcare staff who hold appropriate early years qualifications at level 3 and above.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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