

# St Cuthberts Playgroup

St. Cuthberts Primary School, Balmain Road, NEWCASTLE UPON TYNE  
NE3 3QR



<b>Inspection date</b>	13 December 2018
Previous inspection date	11 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- Staff do not have a sufficient understanding of the 'Prevent' duty guidance.
- The setting's safeguarding policy does not follow the correct procedures for making referrals. This means that children's welfare is not fully protected.
- The designated safeguarding lead has not had any recent training and as a result staff are unsure of how to manage concerns effectively.

### It has the following strengths

- Children are prepared for their next stage of learning and are taught to be increasingly independent.
- Staff have developed positive relationships with parents. They use learning journals to inform parents of their child's developments.
- Staff monitor the progress of individual children and use this information effectively to plan next steps.
- Children make good progress from their individual starting points.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff improve their knowledge of the 'Prevent' duty guidance	14/02/2019
ensure that the safeguarding policy is in line with the Local Safeguarding Children Board	14/02/2019
ensure that the designated safeguarding lead attends safeguarding training.	14/02/2019

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

- enhance analysis of children's assessment to track the progress of a range of different groups
- provide opportunities for children who speak English as an additional language to use their home language in the setting.

### Inspection activities

- The inspector spoke with staff and children during the inspection.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working at the playgroup.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Julia Hymers

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Staff do not have sufficient knowledge of how to keep children safe, for example protecting children from extreme views and behaviours. The setting's safeguarding policy is not in line with the Local Safeguarding Children Board and incorrectly asks staff to investigate any concerns. The designated lead for safeguarding has not had recent training for the role and this impacts significantly on her knowledge of how to make referrals and follow correct safeguarding procedures. However, safer recruitment procedures are in place and staff have had suitable induction training. The manager carries out annual appraisals and termly supervisions to support staff's development and training opportunities. She is aware of the strengths of the setting and has made some changes, for example adding a child gate to the entrance to improve security.

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

Staff gather useful information from parents about their child's development and this is used effectively to help children settle into the setting. Staff plan interesting activities for children, which develop their creativity and curiosity. Children happily experiment with coloured ice blocks, using them to paint pictures. Staff use these opportunities to positively engage with children and reinforce vocabulary. Staff observe children and record this information in learning journals which are shared regularly with parents. Staff help children to learn mathematical concepts. For example they encourage children to count how many blocks they are using and use vocabulary such as 'more' and 'less' while playing with farm animals.

### Personal development, behaviour and welfare are inadequate

Children's welfare is not fully secure as a result of the significant weaknesses in the leadership and management of the setting. However, staff help children to settle in well and feel secure in the setting. Children behave well and staff support children to learn the difference between right and wrong. Children enjoy being physically active in the well-equipped outdoor area. Staff help children to develop their independence for example teaching them how to put on their own coats and shoes. Staff promote good manners throughout the day. All children are praised when they say 'thank you' or remember to say 'good morning' during registration.

### Outcomes for children are good

Children make good progress in their learning. Staff ensure that children are well prepared for starting school by developing their self-help skills and independence. Children understand the rules of the setting and take turns with each other. For example, a group of children were observed building blocks together, carefully counting and working cooperatively to make it as tall as possible. Children are happy, confident and develop good relationships with their peers and staff. For example, a group of children are keen to engage with their key worker about their favourite food and to make her a pretend meal.

## Setting details

<b>Unique reference number</b>	EY479079
<b>Local authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	10064915
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Hagan, Susan Jayne
<b>Registered person unique reference number</b>	RP514101
<b>Date of previous inspection</b>	11 February 2016
<b>Telephone number</b>	07788777100

St Cuthberts Playgroup was registered in 2014. The setting employs six members of childcare staff. All staff hold appropriate early years qualifications at level 2 or 3. The setting opens Monday to Friday, during term time. Sessions are from 8.45am until 11.45am and from 1pm until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

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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