

Throckley Playgroup Community Interest Company

Falmouth House, Hexham Road, Throckley, Newcastle upon tyne NE15
9DX



Inspection date

30 January 2019

Previous inspection date

11 February 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
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 is a provision that requires improvement

- Leaders have not ensured that all staff files are correctly completed. For instance, full contact details for all staff members remain incomplete.
- While leaders and staff monitor and track children's development, information is not always accurate or consistent. This does not help leaders to swiftly identify and address any gaps in children's learning to ensure every child achieves to their full potential.
- Staff understand the importance of outdoor play and learning. Sometimes, they do not successfully ignite the children's curiosity in the natural environment.
- Leaders support staff's practice. For instance, they observe teaching practice to help identify areas for improvement. However, this is not precise enough to identify all areas of weaknesses in relation to staff's performance, to help improve the quality of teaching to the highest level.

It has the following strengths

- Staff encourage and frequently praise the children's efforts. This positively supports children's emotional needs and helps develop their self-confidence during group activities.
- Children are developing good mathematical skills. For example, they confidently count numbers as they play and can recognise different shapes and sizes.

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 that full contact details for all staff members are completed.	17/02/2019

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

- strengthen and make better use of the monitoring and tracking procedures, to help all children continue to make substantial and sustained progress
- continue to seek ways to develop and ignite children's curiosity in the natural environment for those children who like to learn outdoors
- strengthen observation and monitoring of staff to further highlight areas of weakness, and to help promote teaching to a higher level.

Inspection activities

- The inspector sampled and discussed a range of documentation with leaders, including safeguarding policies and procedures, fire safety logs and risk assessment procedures.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents on the day of the inspection and took account of their views.
- The inspector observed the quality of interactions between staff and children and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and afterwards reflected on the effectiveness of the activity.

Inspector

Amanda Hartigan

Inspection findings

Effectiveness of leadership and management requires improvement

Leaders have improved the availability of staff records. However, full contact details for all staff members remain incomplete. While this weakness has minimal impact on children's welfare, it is not indicative of good practice. Leaders and staff have a secure knowledge and understanding of safeguarding and child protection issues. They know the correct reporting procedures should they have concerns about a child's welfare. Safeguarding is effective. Good use is made of additional funding to improve outcomes for all children. Partnerships with parents are effective. For example, staff keep parents informed about children's activities and achievements through daily exchanges of information. This helps parents to support children's learning from home. Leaders are continuing to develop links with other early years professionals to help provide children with continuity of care.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and develop, including children with special educational needs and/or disabilities. Staff interact well with the children and plan interesting activities that help to develop children's creative learning and their small-muscle skills. This was demonstrated as children enjoyed making Chinese New Year masks. Older children skilfully used scissors to cut out different sized pieces of sparkly material to stick on their masks. Staff teach younger children how to use scissors safely, which they manage well with assistance. Staff promote children's mathematical language effectively. For example, they asked them if they could cut their sparkly material into smaller squares or triangles.

Personal development, behaviour and welfare are good

Children arrive happily at the playgroup and are warmly welcomed by staff and their friends. They eagerly participate in their chosen activity. Staff act as suitable role models to help children learn how to behave towards others. Children interact well with their peers and behaviour is mainly good. Staff use good strategies to manage age-related behaviour. This is demonstrated as younger children are encouraged to share kindly and staff read stories about using good manners. Children are learning good independence skills. For instance, all children are encouraged to pour their own milk at snack time and to carefully use knives to lightly butter their toasted crumpets.

Outcomes for children are good

Overall, children make good progress from when they first join the playgroup. Children converse well and concentrate intently during their play. They learn to recognise the letters and sounds in their names, in readiness for the next stage in their learning and their eventual move to school. Children experience a variety of planned outings. For example, they visit local farms and beaches to further develop their understanding of the wider world and to help enhance their social skills.

Setting details

Unique reference number	EY477540
Local authority	Newcastle upon Tyne
Inspection number	10064911
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	0 - 8
Total number of places	37
Number of children on roll	16
Name of registered person	Throckley Playgroup Community Interest Company
Registered person unique reference number	RP907335
Date of previous inspection	11 February 2016
Telephone number	07842192893

Throckley Playgroup Community Interest Company registered in 2014. There are five members of staff. Of these, two members hold an appropriate early years qualification at level 5 and two members hold an appropriate early years qualification at level 3. The playgroup opens from Monday to Thursday, term time only, from 9am until 2pm. The playgroup 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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