

Fenham Playgroup

West End United Reformed Church, Lanercost Drive, Newcastle upon Tyne NE5 2DE



Inspection date	13 June 2019
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

This provision is good

- The quality of teaching is good. Children make good progress in their learning. Staff have a secure knowledge of the early years foundation stage and work very well together as a team. The playgroup's key-person system is particularly strong and successful in supporting children and their families.
- Information gathered from parents about what children know, understand and can do before they start at the setting is very detailed. Staff use this information to plan support for children's future learning swiftly and effectively.
- Partnerships with parents are strong. Parents speak highly of the playgroup and are very happy with the progress their children make. Good links with future schools children attend help ensure a consistent approach to support for children's development.
- Staff are respectful and kind. They help teach children how to keep themselves healthy and safe.
- Managers are experienced and have a thorough understanding of their roles and responsibilities. Managers and staff have a good knowledge of safeguarding and procedures to keep children safe. Detailed risk assessments help staff identify and minimise any potential hazards.
- Staff are well supported in their continued professional development. They reflect well on training attended and the impact it has on their practice.
- There is scope to deploy staff more effectively to better support children's learning during group times.
- While overall support for children's communication and language is good, staff do not always give children enough time to respond to their questions. This means opportunities for children to practise and extend their language are sometimes lost.

What the setting needs to do to improve further

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

- review the deployment of staff to better support children's needs and learning during group times
- provide children with enough time to formulate and express their responses when asking questions.

Inspection activities

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

Inspector

Julie Foers

Inspection findings

Effectiveness of leadership and management is good

Strong management of the playgroup helps to support the smooth running of the setting. The playgroup is well organised and has detailed policies and procedures to help keep children safe. Managers hold supervisory meetings with staff and support them well to reflect on their practice and identify where they might develop their knowledge still further. Staff attend a wide range of training regularly to keep themselves up to date. There are robust recruitment and induction arrangements to ensure staff are suitable for and knowledgeable about their role. Reflection on children's progress and effective monitoring of learning leads to swift support for gaps in children's development. Managers and staff reflect well on experiences for children and effectively gather the views of parents and professionals linked to the setting. They use this information well to improve the service the playgroup provides. Safeguarding is effective. Managers and staff recognise signs that might raise concerns about a child's welfare. They have a good knowledge of the processes to follow to keep children safe.

Quality of teaching, learning and assessment is good

Staff know the children very well. They regularly observe them at play and accurately assess their progress to help plan future activities. Support for mathematical development is good. Staff explore mathematical concepts with children as they count the blocks they use to build towers and weigh toys with scales to see which is the heaviest. Children enjoy exploring and investigating with a range of materials that promote their senses, including jelly, spaghetti and paint. They enjoy a range of activities outdoors, including using toys to promote their physical development and opportunities to explore with mud and sand. Parents say they feel involved in their children's learning and there are good procedures to keep them updated regularly in relation to their children's progress.

Personal development, behaviour and welfare are good

Staff are good role models. They have very warm and caring relationships with the children in their care. Staff are respectful and responsive towards the children and encourage and praise their achievements. This helps raise children's confidence and self-esteem. Children benefit from good opportunities for physical play and fresh air daily in the secure garden. They enjoy healthy snacks and drinks. They take part in a range of stimulating activities, including opportunities to explore with their senses. For example, children enjoy making bath bombs and carving pumpkins. Children enjoy learning about similarities and differences between themselves and others through rich opportunities to explore different cultural celebrations. Visits planned in the local community aim to help children learn about people, families and communities beyond their own.

Outcomes for children are good

Children's growing independence is supported well. They are encouraged to help prepare their snacks and access their own toys and resources. Children are engaged in their play and show enthusiasm in the activities they choose. They are well prepared for their move to school or the next stage in their learning.

Setting details

Unique reference number	EY544285
Local authority	Newcastle upon Tyne
Inspection number	10090484
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	48
Number of children on roll	58
Name of registered person	Fenham Playgroup Ltd
Registered person unique reference number	RP544284
Date of previous inspection	Not applicable
Telephone number	07969914473

Fenham Playgroup registered in 2017 and is located in Newcastle. The playgroup employs six members of childcare staff. All hold appropriate early years qualifications at level 3 and above. The playgroup opens from Monday to Friday during term time. Sessions are from 8.45am until 2.45pm. 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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