

St Bartholomew's Playgroup

Community Building, Longbenton Voluntary Aided Schools Campus,
Goathland Avenue, Longbenton, Newcastle Upon Tyne NE12 8FA



Inspection date	1 July 2019
Previous inspection date	Not applicable

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

- Children are highly motivated and enthusiastic learners. Children's play is guided by their interests as staff take time to get to know them well.
- Staff gather information by talking to parents when their child begins to attend about what they enjoy. Then use this information successfully to choose activities that children will relish.
- Children immerse themselves in a range of good-quality activities, overall, that sustain their interest for long periods. This is due to staff thinking carefully about what play experiences will suit the children in their care.
- Children have wonderful relationships with staff. Staff take time to welcome them into the setting and competently support newer children to allow them time to settle.
- Staff manage behaviour very effectively in line with younger children's developmental needs. They confidently encourage and motivate younger children to learn how to share, which helps them to begin to manage their own feelings and emotions.
- Children receive lots of worthwhile praise from the adults who take care of them, which increases their self-esteem.
- Staff work closely with parents, although there is scope to provide greater information to them about children's progress.
- Children love playing outdoors. However, the outdoor area is not always freely accessible or organised well to help children make even better progress in their physical development.
- The small staff team has informal supervision sessions. However, these do not always focus on what can be improved to help provide even better outcomes for children.
- Equipment to help older children's early writing skills is freely available. However, areas indoors do not sufficiently capture their imagination to encourage them to independently access these resources.

What the setting needs to do to improve further

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

- consider how to better organise the outdoor play area and the access to it so that children learn as much as they can outdoors
- consider how to engage older children in mark-making activities to help them acquire even better skills in early writing when they move on to nursery or school
- develop the way that teaching is monitored so that the already good quality of teaching is raised to an even higher level
- strengthen partnerships with parents by increasing the information shared about children's progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the manager and staff. She looked at relevant documentation.
- The inspector spoke to children during the inspection.
- The inspector spoke to parents to gain their views during the inspection.

Inspector
Julie Larner

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know what they need to do if they have a concern about a child to ensure that children remain safe in their setting. They routinely update their training in child protection. Risk assessments are consistently carried out, which ensures that the environment remains safe and suitable for all children. Staff show a sound awareness of their responsibilities in keeping children safe, for example, as they lock the door to monitor who is allowed access to the setting. Evaluation of their practice means that staff hold a secure understanding of what they do well and what needs to improve, such as planning further activities to develop early writing skills for the children. However, this is sometimes less focused on considering what individual staff can do to improve the already good teaching even further. Children are cared for by safe and suitable adults who hold the necessary qualifications to respond to them in an emergency, such as first aid.

Quality of teaching, learning and assessment is good

Children are curious learners. They relish being involved in adult-led activities where staff challenge them by encouraging them to count, identify colours and share with their friends. Older children are beginning to talk about different sizes as they easily identify which pieces of pasta are the biggest. Some older children even talk about the 'medium-sized' ones. They enjoy pouring water down pipes and use beams to balance while they are supported by staff. Staff are skilled at encouraging new language to help support children's communication. They introduce new words, such as 'sprinkle'. Staff provide opportunities for children to think about problem-solving. For example, children say that a member of staff's finger will be long enough to retrieve an item out of a plastic bottle after being unable to do this themselves. Children make good progress in their learning as staff track what they can do and then plan for the next steps in their development.

Personal development, behaviour and welfare are good

Children learn how to keep themselves healthy through regular opportunities to play outside in the fresh air. They develop their physical skills well in the small outdoor play area. However, sometimes lots of resources result in this being overcrowded and providing less space for them to play on wheeled toys. Children benefit from healthy snacks such as chopped bananas and crackers. Children have very positive relationships with the adults who care for them, which means they settle quickly in the setting. Adults nurture their well-being and deploy themselves to provide children with plenty of support in their play. Lots of good-quality available resources, overall, mean that children independently make choices about what they want to do. This results in all children being engaged and motivated in their play.

Outcomes for children are good

Children are well supported in the next steps in their learning to move on to nursery. They enjoy listening to stories with adults in the book corner. Children enjoy their play and engage well in their learning. They are making expected levels of progress at the setting. Younger children have plenty of opportunities to play with other children, which helps to build and develop their social skills.

Setting details

Unique reference number	EY543389
Local authority	North Tyneside
Inspection number	10089876
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 3
Total number of places	20
Number of children on roll	20
Name of registered person	St Bartholomew's Playgroup Parent Committee
Registered person unique reference number	RP908690
Date of previous inspection	Not applicable
Telephone number	07429251159

St Bartholomew's Playgroup re-registered in 2014. It operates from the Community Building at Longbenton Voluntary Aided Schools Campus and is managed by a parent committee. The playgroup employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 5. The playgroup opens Monday to Wednesday, term time only. Sessions are from 9.15am until 11.45am.

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