

Inspection of Felling Pre-School

Felling Children Centre, 58 High Street, Felling, Gateshead NE10 9LT

Inspection date: 17 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The manager works closely with staff to develop a strong vision and ethos within the pre-school. Staff ensure that each child is valued and listened to. They have high expectations for every child, including those with special educational needs and/or disabilities (SEND). Children's unique achievements are celebrated and shared with parents. Parents provide very positive feedback about their children's experiences at the pre-school.

Staff welcome children and parents into the setting. They exchange relevant information at the beginning and end of each session. Children come into pre-school enthusiastically and engage in play with one another. They develop strong bonds with their key person and are reassured by caring staff. This supports children's emotional well-being effectively.

Children are motivated to learn and confidently explore the indoor and outdoor spaces. They get the encouragement they need to build on their individual interests and make good progress in their learning and development. For instance, children are delighted to extend their learning about food and where it comes from. Staff provide a pumpkin for children to explore. Children demonstrate extremely high levels of engagement and concentration as they work together to find out what is inside. They are supported well to make links in their learning as they talk about other fruits and vegetables that have seeds inside.

What does the early years setting do well and what does it need to do better?

- Detailed self-evaluation informs robust action planning to ensure continual improvement within the setting. The manager uses the views of staff and parents to help identify areas for development. She regularly reviews children's progress to ensure all children make good progress from their starting points.
- Arrangements to support and mentor new staff are effective. All staff benefit from a well-established programme of training and development, including focused supervision sessions with the manager. They are enthusiastic and knowledgeable about their roles.
- The manager and staff provide good support for children with SEND. They work very closely with other professionals and parents to support children's development and prepare them well for the next stage in their learning.
- Staff get to know children and their families very well. Parents are very complimentary about the care and learning opportunities their children receive. They recognise the good progress children make and feel well informed by staff.
- Staff accurately assess what children know and can do. They use the assessment information they gather to plan for what children need to learn next. Staff plan a wide range of activities indoors and outdoors that capture children's

interests. For instance, children are delighted to make 'birthday cakes' using dough in the role-play area. Staff support children to extend their mathematical understanding as they count candles on each cake.

- Staff are good role models. They are kind and respectful in their interactions with children. They provide a calm atmosphere where children are purposeful and engaged. Children's behaviour is good. They respond positively to praise and recognition for their achievements.
- Children have good opportunities to be physically active. Staff support them to manage risks well as they carefully negotiate the climbing and balancing equipment in the outdoor area. They quickly gain confidence and set new challenges for themselves as they consider different ways to use the equipment.
- Staff have recently implemented new strategies to support children's understanding at times of change throughout the session. However, they are not fully embedded to engage all children and support their developing understanding of staff expectations during routines such as tidy up time.
- Staff have a good knowledge of the curriculum and provide children with stimulating activities. They play alongside children and ask them questions to support their understanding. Staff model using some new vocabulary during play activities. For example, children are encouraged to use words such as 'tall' and 'taller' to describe their towers. However, staff do not consistently make the most of all ways to encourage children to learn correct vocabulary and speak in full sentences.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures all staff undertake safeguarding training. Staff know the action they must take if they have concerns about a child or a member of staff. They monitor children's attendance robustly and ensure that any concerns are followed up swiftly. Staff risk assess thoroughly to ensure potential risks are managed effectively throughout the session. They supervise children closely, particularly when they move freely between the indoor and outdoor spaces. Staff ensure the required adult-to-child ratio is maintained at all times. Robust recruitment and vetting systems are in place to ensure the suitability of staff.

What does the setting need to do to improve?

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

- continue to embed newly introduced routines to develop children's understanding of the daily routines and support them to remain highly engaged at all times
- ensure all staff consistently maximise opportunities to extend children's vocabulary and build upon their developing language skills.

Setting details

Unique reference number	EY547640
Local authority	Gateshead
Inspection number	10123433
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	52
Number of children on roll	28
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	0191 4698217
Date of previous inspection	Not applicable

Information about this early years setting

Felling Pre-School registered in 2017. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Keith

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning during activities inside and outside.
- A variety of documents, including qualifications, first-aid certificates, policies and records, were reviewed and discussed with staff.
- The inspector and manager observed and discussed the quality of a planned activity.
- The views of parents leaving children at pre-school on the inspection day were taken into consideration.
- The inspector undertook a learning walk with the manager to find out about the pre-school and the children who attend.

We carried out this inspection 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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