

# Inspection of Bedlington Station Playgroup

Bedlington Station First School, Bedlington NE22 7JQ

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Inspection date: 11 December 2019

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

## **What is it like to attend this early years setting?**

### **The provision is good**

The manager and staff provide a calm and nurturing environment where each child is valued and listened to. Children eagerly come into the playgroup and engage in play with their friends. Staff offer a warm welcome to children and their parents. They exchange relevant information and ensure that children are well settled. Children know who to go to for support and are reassured by the caring staff. For example, new children taking part in settling-in visits are well supported by their key person. They develop strong bonds with staff and happily explore the toys and resources on offer. Children's emotional well-being is strongly promoted.

Children behave very well. They know the boundaries and respond promptly to gentle reminders when they are given. Staff engage in many positive interactions with children. They model good relationships with each other and provide clear explanations about their expectations for behaviour. Children show care and respect for one another and enjoy sharing play opportunities. For example, older children take great pride in helping those who are younger to find resources and toys as they engage in role play together.

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

- Children are confident in the setting. They are able to lead their own learning and enjoy involvement from staff. For instance, children develop a strong interest in books and spend long periods of time in the reading tepee. They enjoy talking about the pictures and listen carefully to staff as they read their favourite stories to them.
- Staff are knowledgeable about children's interests and what they need to learn next. Overall, they plan enjoyable and interesting activities that motivate and engage children. Occasionally, these activities are not focused sharply on children's individual needs to promote consistently high levels of challenge.
- Children enjoy taking responsibility for age-appropriate tasks. For example, they help staff to prepare fruit for snack time and wash the dishes afterwards. However, on occasions staff miss opportunities to develop children's independence in relation to their self-care skills.
- The manager accurately evaluates the quality of practice in the playgroup. She supports staff, through effective supervision and regular staff meetings, to continually develop their skills and knowledge. The manager and staff have recently identified the need to further extend opportunities for children who prefer to learn outside. They have plans in place to ensure developments are made promptly and reviewed effectively.
- Parents are complimentary about the playgroup. They report that their children are keen to attend and talk positively about their time at the setting. Parents say that staff are approachable and do their best for children. They appreciate the

strong links that staff have with the host school to support continuity for their children when they move on.

- Staff support children's communication skills effectively. They model language well with children and teach them new vocabulary as they play. For instance, children learn to use number names and count during song time. Staff support their understanding of language linked to capacity as they explore filling and emptying containers during water play.
- Staff have established effective routines to support children's understanding of their time at playgroup. For example, they are keen to greet one another at welcome time at the beginning of the session. All children are delighted to take part in a music and dance session. They demonstrate good levels of coordination and are highly engaged throughout.
- The manager works closely with staff to monitor the progress that children make. Overall, they use this information well to implement a curriculum that prepares children well for their move to school. Parents say they feel well informed about their children's learning and development. They appreciate regular updates using the online system.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of their role in protecting children from harm. They know the action they must take if they have concerns about a child. Safeguarding is discussed regularly to ensure that all staff are aware of their duty to follow procedures and report concerns swiftly. Robust recruitment and vetting systems are in place to ensure the suitability of staff. Staff risk assess thoroughly to ensure potential hazards are managed effectively. They supervise children closely and maintain the required adult-to-child ratio at all times.

## **What does the setting need to do to improve?**

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

- ensure that activities and experiences are focused sharply on children's individual learning needs and consistently challenge children of all ages
- extend the range of opportunities to support children to explore and learn outdoors even further
- encourage children to be even more independent when completing tasks, particularly in relation to their self-care skills.

## Setting details

<b>Unique reference number</b>	EY551304
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10130774
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Action For Children Developments Ltd
<b>Registered person unique reference number</b>	RP539433
<b>Telephone number</b>	01670 822 326
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bedlington Station Playgroup re-registered in 2017. The playgroup employs four members of staff. All hold appropriate early years qualifications at level 2 or above. The playgroup opens from Monday to Friday, term time only. Sessions are from 8.45am until 11.45am. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Amy Keith

## Inspection activities

- The inspector and the manager completed a learning walk around the setting to understand how the early years provision and the curriculum are organised.
- The manager and the inspector carried out a joint observation. The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at evidence of staff's training and suitability.
- During the inspection, the inspector spoke to parents to take their views into consideration.

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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