

# Inspection of Woodlands Playgroup Community Interest Company

Woodlands Children Centre, Newton Place, Newcastle Upon Tyne NE7 7HD

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Inspection date: 21 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enter the setting happy and eager to explore the range of activities on offer. They have a wide range of opportunities to develop their physical skills. Older children climb on large play equipment and race their friends round the garden. Children show determination as they attempt to use scissors and pull up the zip on their coat. They develop their hand-to-eye coordination skills as they use tweezers to move cereal from one container to another. Furthermore, children practise cutting with scissors and use brushes and pens to make marks. This helps them to develop their small muscle skills.

Due to the COVID-19 pandemic, staff now greet all children and their families warmly at the nursery's main entrance. On arrival, most children confidently leave their parents and eagerly seek out enjoyable activities in their nursery rooms. Children who are a little unsettled are quickly provided with cuddles and reassurance by the caring staff. This helps to support their emotional development.

Children have many opportunities to develop their early mathematical skills. They play with wooden trains and vehicles, and staff encourage them to count the carriages. Children fill buckets with sand and recognise which bucket is 'full' and which is 'empty'. Their behaviour is good. Staff teach children about the nursery rules and boundaries and what is expected of them.

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

- Overall, relationships with parents are a real strength of the setting. Parents comment how supportive the staff are and how much progress their children have made. Staff gather crucial information from parents about what children know and can do when they first start at the setting. They talk to parents at the end of the day and share information about their child's daily activities through an online system. However, staff do not share enough information with parents about what children need to learn next, or how to further support their learning at home.
- Staff work well as a team. They have regular meetings to reflect on their practice and the learning experiences they provide for children. The manager makes good use of supervision meetings to support staff's well-being effectively. Staff are happy and feel well supported in their roles. However, the manager has not yet identified further training and development for staff to help raise their practice to an even higher level.
- Staff make regular observations and assessments of children's learning and progress. They use this information to plan exciting activities that focus on what children need to learn next. However, some parts of the daily routine, such as snack time, do not always meet the needs of all children. This means that some

children's learning is not maximised.

- Children foster a love of reading as they spend time looking at books independently and with each other. Staff read 'We're going on a bear hunt' and encourage children to act out parts of the story. Children go in search of the bear, hunting round the setting with magnifying glasses and binoculars. They excitedly pretend to swish through grass and walk through the mud. This helps children to develop their early literacy skills.
- Children are confident and they have secure attachments with key persons and other members of staff. They understand the expectations of the setting and listen to staff when they need some guidance and support. Staff encourage, praise and acknowledge good manners. As a result, children are beginning to manage their own feelings and behave well.
- There is very good support for children with special educational needs and/or disabilities. The special educational needs coordinator works closely with key staff and parents to develop support plans and ensure that children's individual needs are met. All staff work in close partnership with a range of professionals to support children to reach their full potential.
- Staff focus strongly on supporting children's language skills and personal and social development. They are positive role models for children and provide them with lots of support. For example, staff introduce new vocabulary and help children learn to take turns and share during activities.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibility to keep children safe from harm. They complete daily safety checks on all areas of the nursery to ensure the learning environment is free from hazards. Staff fully understand who they should report any concerns to and know how to report any issues regarding a concern about a colleague. Staff know the possible signs of abuse and what to do should they have any concerns about a child's welfare. This includes safeguarding issues, such as radicalisation and county lines. Robust procedures are in place to ensure that all adults are suitable to work with children.

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

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

- improve the information shared with parents to enable them to support and encourage children's learning and development at home
- review the deployment of staff during snack time to ensure all children are appropriately supported to develop their learning even further
- seek wider training opportunities to further develop staff's skills and knowledge.

## Setting details

<b>Unique reference number</b>	EY485481
<b>Local authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	10218461
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Woodlands Playgroup Community Interest Company
<b>Registered person unique reference number</b>	RP910284
<b>Telephone number</b>	07875367707
<b>Date of previous inspection</b>	13 September 2016

## Information about this early years setting

Woodlands Playgroup Community Interest Company registered in 2015 and is situated in Newcastle Upon Tyne. The playgroup employs seven members of childcare staff. Of these, two hold qualified teacher status, and three hold a recognised early years qualification at level 3. The playgroup opens from Monday to Friday during term time. Sessions are from 9.15am until 12.15pm. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Julie Campbell

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the deputy manager joined the inspector on a learning walk, where they shared how the curriculum is embedded within the setting.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.
- A joint observation was carried out by the inspector and the manager.

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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