

Inspection of Cubs & Kits Preschool Coquet

Amble and Coquet Children's Centre, Bondicar Road, Hadston, MORPETH,
Northumberland NE65 9SR

Inspection date: 29 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 thoroughly enjoy their time in the pre-school and settle quickly. Children who have found it more difficult to settle demonstrate the progress which they are making. This was evident during the inspection when children left the safety of their key person to play with other staff. Staff go above and beyond to support children and their families. For example, staff recognised that the summer holiday is a long time for young children and provided additional free stay-and-play sessions during this time. Parents, especially those of children with special educational needs and/or disabilities, speak highly of the support which they have received.

Children learn how they can keep themselves safe. At snack time, children learn how to use knives safely to cut fruit. They understand that they need to sweep the floor to prevent it from becoming slippery. Staff have high expectations of children's learning. The current staff team has recently joined the pre-school. Since starting, staff have made significant changes to support children to learn. These changes have helped children to concentrate. For example, children listen and join in with stories.

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

- Staff know where children are in their learning. The activities which they plan are clearly focused on developing children's skills further. For example, staff focus on the key words that they want children to learn this term. They put out apples and the peel, core and flesh of apples to support children to explore a range of objects.
- Staff constantly evaluate the quality of the provision and make changes to improve the provision further. For example, they have recently altered the story-time session and provided cushions for children to sit on and toys to hold that relate to the book. This has helped children to settle and listen to the story quicker. During the inspection, children listened to stories and eagerly named the different animals in the book.
- Staff manage children's behaviour well. They have clear expectations which they consistently reinforce. For example, staff make sure that children have aprons on before they play in the water or mud kitchen. When children take them off, staff gently remind them that they need aprons on and remind them of consequences.
- Staff have a clear focus on developing children's personal and social skills and their communication and language. They have thought carefully about how they can help children to develop their communication. For example, staff identify vocabulary that they want children to learn. They generally adapt their language effectively. For example, staff demonstrate the use of two- and three-word

phrases. However, occasionally, staff do not give children enough opportunities to express their thoughts and ideas. Staff are currently focusing on giving children more time to communicate. The manager recognises that this is not yet fully embedded.

- Staff have developed excellent relationships with parents. They talk to parents about what their children are doing and provide support, especially when settling children in. Parents value the wealth of information they get about children's learning through an electronic system.
- Staff work extremely well with a range of professionals to support children and their families. Staff have strong links with healthcare professionals and seek advice and support from them. Staff find out about any priorities within the local area and take effective action to develop this in pre-school. They are currently focusing on oral hygiene following a rise in incidences of tooth decay.
- Overall, staff support children's play and learning effectively. For example, they get down on a level with children, follow their lead and comment on what they are doing. However, occasionally, staff do not give children enough time to explore things for themselves and find solutions to problems. For example, they do not give children time to realise that sieves do not hold sand before offering them more suitable alternatives.
- Staff give clear messages to children and parents about how they can keep themselves healthy. For example, children learn how to brush their teeth. Staff talk to parents about good oral hygiene at home. They send home toothbrushes and toothpaste to establish good oral health at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff have an excellent understanding of safeguarding. They demonstrate an in-depth understanding of the signs and symptoms of abuse. Staff know who to contact if they have a concern about a child's welfare. The environment is safe and well maintained. Access to the room is by electronic key fobs. Staff review the safety of the environment and take effective action. For example, they have added additional gates in the setting to ensure that children cannot enter the toilets unattended. During the inspection, a bridge in the garden remained blocked off to prevent accidents.

What does the setting need to do to improve?

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

- strengthen communication and language and ensure that children have time to think and respond to questions and statements
- give children time to explore things for themselves to find out how things work and to find solutions to problems.

Setting details

Unique reference number	EY451044
Local authority	Northumberland
Inspection number	10229355
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 2
Total number of places	22
Number of children on roll	16
Name of registered person	Northumberland County Council
Registered person unique reference number	RP905983
Telephone number	01670 761 496
Date of previous inspection	24 November 2016

Information about this early years setting

Cubs & Kits Preschool Coquet registered in 2012 and is located in Morpeth, Northumberland. The playgroup employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The playgroup opens during term time, from 9.15am to 12.15pm, Monday to Friday. It provides funded early education for two-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

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 setting.
- The manager showed the inspector around the pre-school and explained how they organise their curriculum.
- The inspector observed children playing and learning. She observed the quality of staff's interactions and evaluated the impact on children's learning.
- The inspector spoke to parents and took account of written feedback provided.
- The manager showed the inspector a range of documentation, including those relating to staff's suitability.
- The inspector talked to children and staff at appropriate times during the inspection.
- The inspector met with the manager and coordinator to discuss how they manage the pre-school.

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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