

Inspection of Boldon Community Centre Sunshine Playgroup

New Road, BOLDON COLLIERY, Tyne and Wear NE35 9DS

Inspection date: 16 January 2023

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

Staff want children to 'laugh, learn and make friends'. Children bound along the corridor on arrival, showing how happy they are to join their friends. They quickly settle at activities, showing confidence and curiosity during their play. Younger children develop good attention skills while listening to stories. Older children show good problem-solving skills. For example, they decide they need tape to hold together a castle they build. All children benefit from plenty of outdoor play and learn about the world around them. They watch aeroplanes and talk about where they might land. They examine flowers and learn new words, such as 'petals' and 'stem'.

The new manager has ambitious plans for the playgroup. She has managed recent changes in staff well, ensuring continuity for children and reassurance for parents. Her clear vision contributes to the strong capacity for continuous development and ongoing improvements to children's already good outcomes. Staff have high expectations for all children and, generally, support their learning well. Warm relationships between staff and children help children to develop a strong sense of belonging. Children show that they feel safe, secure and are ready to learn. Staff teach children about kindness and respect, which contributes to their good behaviour.

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

- Support for children with special educational needs and/or disabilities (SEND), in partnership with other professionals and parents, is highly effective. Children with SEND make remarkable progress and achieve well. However, other aspects of teaching are sometimes less focused. At times, staff do not take full account of children's prior knowledge and skills to help them to build even more successfully on what they already know and can do.
- Children are highly motivated and eager to learn. They learn about numbers and counting, for example, when preparing fruit for their snack. Children develop mark-making skills in a range of ways, such as drawing on the floor and painting on the fence.
- Staff give careful thought to preparing children for their move on to school. Older children are encouraged to become increasingly independent. For example, staff help them to learn how to manage their own clothing and take responsibility for their belongings.
- Children learn about the importance of healthy lifestyles. Staff encourage parents to provide healthy packed lunches and use mealtimes as an opportunity to discuss good nutrition with children. Children learn good hygiene habits. For example, when using the 'snuffle station', staff teach children to clean their noses, dispose of tissues safely and wash their hands to prevent the spread of

infection.

- Staff are vigilant and ensure that children are happy and well cared for. Routines flow with children's needs. For example, staff bring children indoors when the weather is too cold and children become uncomfortable outdoors. They are sensitive to children who can be overwhelmed by too much noise or activity. Staff use a sensory room to help children to relax and recharge.
- Parents speak very highly of the playgroup and its staff. They particularly appreciate how quickly staff respond to information that they share about their children. For example, children who have new siblings are encouraged to feed and dress dolls during imaginative play. This helps children to cope with changes and new experiences at home.
- Staff support children to understand and manage their emotions. For example, they use a 'Colour Monster' story that helps children to articulate how they feel. This helps children to share and discuss their feelings, and to build resilience and self-esteem.
- The manager has identified staff's strengths and noted areas where professional development opportunities could enhance their practice and knowledge. However, these plans to help staff to further develop their teaching skills and knowledge are in the early stages.
- Staff feel valued and appreciated. The manager has begun to provide some coaching and mentoring to support them in their role. However, further development of the arrangements for the supervision of staff is needed to help them to develop their practice to the highest levels.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs and symptoms that can indicate a child is at risk of abuse. They understand that they must report concerns about a child's welfare without delay to protect children from potential or further harm. Leaders update their knowledge of safeguarding, for example, through training courses and support from the local authority. Regular checks help to ensure that play areas and equipment are safe and suitable for children. Staff help children to manage risks and keep themselves safe. For example, they talk to them about the importance of walking carefully on snowy ground in the outdoor play space.

What does the setting need to do to improve?

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

- ensure that teaching consistently matches all children's learning needs more precisely, and raise their achievements even further
- strengthen the arrangements for staff's supervision, support and professional development, to help them to further develop their skills and knowledge to even

higher levels.

Setting details

Unique reference number	312604
Local authority	South Tyneside
Inspection number	10263300
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	26
Name of registered person	Boldon Community Association Playgroup
Registered person unique reference number	RP520482
Telephone number	0191 5368085
Date of previous inspection	27 April 2017

Information about this early years setting

Boldon Community Centre Sunshine Playgroup registered in 1997 and is situated in South Tyneside. The playgroup employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The playgroup is open each weekday from 9am to 3pm, during term time. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Wilkins

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 accompanied the inspector on a learning walk. They discussed how the provision is organised and the early years curriculum.
- The inspector observed staff's teaching, indoors and outdoors, and assessed the impact on children's learning and development.
- The manager and the inspector observed and evaluated an activity together. They discussed the strengths of the teaching observed and areas for further development.
- The inspector met with the manager to discuss leadership and management of the playgroup. She looked at a range of relevant documents, including evidence of the suitability checks carried out on staff.
- Staff talked to the inspector about their plans for children's learning and about the training and support which they receive in their role. The inspector spoke to a number of parents during the inspection and took account of their views.

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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