

Inspection of Plant-Pots Playgroup

Great Park Community Centre, Roseden Way, NEWCASTLE UPON TYNE NE13 9BD

Inspection date: 24 March 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children excitedly arrive at the setting and leave their parents with ease. They are warmly welcomed by happy, attentive and nurturing staff. Children develop a sense of belonging as they self-register on arrival. They are learning that text has meaning as they recognise their names. Children enthusiastically explore the environment. They can easily select the toys they want to use from low-level shelving. They enjoy taking responsibility and feel proud to help set the table for lunch. This helps to promote their independence.

Older children enjoy group time, they show good levels of focus and concentration as they take part in planned activities. They interact with staff, eagerly sharing their ideas and telling them what they are doing. Younger children enthusiastically engage in yoga sessions. This helps children's well-being, while the physical poses assist in building gross and fine motor skills, coordination, balance and strength. Children play cooperatively together and take turns as staff provide positive reinforcement and praise. Staff are on hand to offer reminders of using 'walking feet' when indoors, to help affirm the nursery rules. Children show that they feel safe and secure at the setting. They speak confidently to the inspector, asking questions and sharing their news from home.

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

- The manager develops an inclusive curriculum that supports all children and their individual learning needs. She is clear about what she wants children to learn. The staff effectively follow the children's interests when planning activities. They use initial assessments well to ensure they know what each child needs to learn next.
- Staff prioritise communication and language development in their curriculum. They create an environment rich in language for all children. Staff follow children's lead in play. They listen and respond, modelling language and repeating new words and phrases. However, sometimes staff's questions are not probing enough and the learning possibilities from children's questions are not fully explored.
- Staff weave stories and songs throughout the day. Children listen with interest as staff read their favourite stories to them. Older children confidently join in with songs and use the musical instruments to tap out the beats. Children have endless opportunities to develop their early writing skills. Mark-making materials, such as paper and crayons are freely available, which encourages children to write for a purpose during their play.
- Staff provide many opportunities for children to be physically active. They allow children ample opportunity to play outside where they run, jump and explore freely, while benefiting from fresh air and exercise. During outdoor play, staff

encourage children to take measured risks. For example, children show good concentration as they carefully walk along the balance beams.

- Staff skilfully use spontaneous opportunities to extend children's thinking and learning as they play. For example, as children complete jigsaws, staff encourage them to compare the colour and shape and introduce mathematical language, such as 'curve' and 'straight'. However, as children play, further opportunities to develop their early mathematical skills, such as counting are occasionally overlooked.
- Children are well behaved, kind and considerate. They take turns with others during play and are well mannered. Children develop the ability to explain their feelings. For example, they talk about what makes them feel happy and sad. Staff are positive role models for children. They set good examples and provide clear explanations to support children's understanding of positive behaviour. Children understand the expectations, and their behaviour is good.
- The provider and the manager are very ambitious. They have high expectations for the staff and the children. They recognise the importance of ongoing training and the impact this has to promote positive outcomes for children. They fully support and motivate staff in their own professional development. Staff are also supported through supervision, appraisals and the manager's positive engagement with her team. Their well-being is considered, and they feel valued.
- Parent partnerships are strong. Parents praise the setting for how they support children to settle each day. They highlight particular progress for children in speech and language and personal confidence. Staff provide regular updates for parents about their child's ongoing progress. In addition, they share ideas with parents to enable them to build on their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team have a secure understanding of how to protect children's welfare. Through regular, ongoing training all staff have a sound knowledge of possible signs and behaviours that may cause concern. They confidently demonstrate their understanding of how to report any concerns and the procedure to follow. This helps to keep children safe and secure. Completion of a robust recruitment, induction, training and mentoring process means that individuals working with children are suitable to do so. The manager and staff ensure that the premises are secure and any potential hazards to children's safety are identified and minimised.

What does the setting need to do to improve?

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

- make the most of questions posed by staff and children to fully extend children's

knowledge and understanding

- make even more use of opportunities during activities and routines to teach children early counting skills.

Setting details

Unique reference number	EY477860
Local authority	Newcastle upon Tyne
Inspection number	10266179
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	60
Number of children on roll	75
Name of registered person	Mcqueen, Tamasine Louise
Registered person unique reference number	RP903221
Telephone number	0191 2368196
Date of previous inspection	14 October 2022

Information about this early years setting

Plant-Pots Playgroup registered in 2014 and is situated in Great Park Community Centre in the Great Park area of Newcastle upon Tyne. The setting employs 10 members of staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including one member of staff with qualified teacher status. The setting opens during term time, from 9am to 3pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with 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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