

# Inspection of Two Jays Playgroup

Sure Start North Children's Centre, Cairns Way, Newcastle Upon Tyne NE3 2SN

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Inspection date:

14 March 2023

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## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### The provision is inadequate

Children are not properly safeguarded in the playgroup. This is because staff are not able to recognise some of the indicators of abuse. Therefore, staff are unable to follow the correct referral procedures to obtain the support that children may require to keep them safe. This results in children's safety and well-being being compromised. Despite this, children arrive happy as they knock at the door at the start of the session, excited for their day at playgroup. Staff, who are happy and caring, greet children enthusiastically. Children confidently enter the playgroup and discuss their day ahead with staff.

Children form strong relationships with staff. They confidently explore the nursery environment and make choices about what they wish to play with. At times, staff think carefully about how they support children's individual interests and what children need to learn next. For example, children thoroughly enjoy exploring play dough. They manipulate it in their hands and confidently use tools to experiment, making marks, patterns and shapes. This helps children to develop the muscles that they need for early writing. Children are well behaved. They are very familiar with routines and the expectations that staff have of them. Children play harmoniously together, share toys and take turns with their friends. The atmosphere is calm yet busy as children are curious and deeply engaged in their play and learning.

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

- Staff do not have a secure knowledge of how to recognise the signs of exploitation and how to protect children from this. They are not clear on the procedures to follow should they have a concern about a child's welfare, or in the event of an allegation against a staff member. This means that children's safety is not assured.
- Staff know the children in their care well. They use regular observations and assessments to monitor children's progress and share these with parents. However, staff do not complete the required progress check when children are between the ages of two and three years to enable them to identify strengths and any areas where children's progress is less than expected.
- Staff understand the importance of promoting children's good communication, language and literacy skills. They model good listening and attention. Staff ask open-ended questions and allow children time to respond to their questions and prompts. However, staff do not organise group times effectively, which means that children who want to concentrate and engage are easily distracted.
- The manager offers staff supervision sessions. She identifies some training, such as first aid. However, the manager does not identify staff's individual training needs precisely enough to help to improve their teaching skills. This prevents

staff from offering children consistently good-quality learning experiences. For example, staff are not confident about how to organise times for older children to extend learning.

- Staff support children with special educational needs and/or disabilities well. They make referrals to other professionals, who offer targeted support for children. Staff put tailored learning plans in place to help children to progress in their development, for example to develop an understanding of and manage their emotions.
- Children develop an understanding of some mathematical concepts, such as numbers. They begin to recognise what each number looks like and can confidently count in sequence. Children experiment with quantities as they discuss how full the tub is in the sand tray and compare different tubs.
- Children benefit well from the positive relationships with staff, who are kind and approachable. They receive praise for their efforts and achievements. This helps to raise children's self-esteem and confidence. Children are supported to understand how to play safely. When outside, they understand the need to ride tricycles safely, with consideration for their friends. Children discuss how to walk across the obstacle course without falling.
- Parents and carers value the setting and speak very highly of the staff team. Parents comment that they are confident in the knowledge that their children are happy, safe and well cared for. Parents know their children's key person and receive regular communication regarding their children's learning. They comment that their children are eager to attend and are supported to make progress to be ready for school.
- Children behave appropriately. They play alongside or with their friends, sharing and taking turns. Staff develop a culture of respect. They talk to children about what is happening and what they would like to do. This allows children enough time to finish their play naturally. This is particularly evident before children go outside to play.

## Safeguarding

The arrangements for safeguarding are not effective.

Although staff have accessed some safeguarding training, they are not knowledgeable about how to protect children from some aspects of safeguarding, such as exploitation, county lines and extremism. Therefore, children's safety is potentially compromised. The manager and staff do not know or understand the procedures to follow should they have concerns about another member of staff. However, staff know how to identify changes in children's behaviour that would raise concerns regarding children's safety and well-being. They would report any concerns to the designated safeguarding lead, but are not aware of how to escalate these further. Staff complete thorough risks assessments of the environment and supervise children closely to ensure their safety.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure that all staff have a secure understanding of exploitation and a range of safeguarding issues, including the procedures that they must follow should they have a concern about a child's welfare	16/04/2023
improve staff's understanding of how to respond to and report allegations against another member of staff	16/04/2023
complete the required progress check when children are aged between two and three years to identify children's strengths and any areas where their progress is less than expected.	16/04/2023

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

- develop systems to support staff to improve their knowledge of child development and the curriculum, to promote consistently good teaching and learning
- organise group times more effectively to provide older children with opportunities to concentrate without distractions.

## Setting details

<b>Unique reference number</b>	EY399466
<b>Local authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	10280186
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	The Two Jays Playgroup Committee
<b>Registered person unique reference number</b>	RP518612
<b>Telephone number</b>	0191 2553910
<b>Date of previous inspection</b>	18 September 2017

## Information about this early years setting

Two Jays Playgroup registered in 2009 and is located in Newcastle upon Tyne. The playgroup employs two members of childcare staff, who hold appropriate early years qualifications at level 3. It opens during term time, from 9am to midday on Tuesday to Thursday, and from 9am until 3pm on Friday. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Eileen Grimes

## Inspection activities

- This was the first routine inspection the playgroup received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the playgroup.
- The inspector carried out a learning walk with the manager and staff. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed and evaluated an activity with the manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation, such as self-evaluation and evidence of the suitability of staff working in the playgroup.
- Parents' views were gathered through their verbal comments.

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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