

# Inspection of CHADCA Playgroup

Hanover Close, Newcastle-upon-Tyne, Tyne and Wear NE5 1EG

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Inspection date: 12 September 2023

<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 are very happy to attend this playgroup. They arrive excited to start their day and separate from their parents with ease as they rush to find their friends. Staff are kind and caring and form positive relationships with the children. This helps children to settle well into their surroundings and to feel safe and secure. Children enjoy their playgroup experience.

A kind and knowledgeable staff team take pride in putting the children at the heart of everything they do. They provide children with a wide variety of well-resourced activities, both inside and out. For example, children have continuous opportunities to run around in the fresh air, climb, balance and ride on toys. Children's learning is well planned and successfully builds on their past experiences. All children make good progress in their learning.

The children behave very well. The managers and staff have high expectations of children's behaviour. Children learn to listen to others and take turns as they play together and share toys. Staff consistently reinforce appropriate rules and boundaries in a calm and polite manner. For example, staff talk to children about their behaviour and how this behaviour impacts on the feelings of others.

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

- Staff plan activities with a clear intent for learning. Children enjoy a variety of focused activities based on their interests and next steps. For example, children learn about keeping their teeth clean as they enthusiastically pull teeth out from a toy crocodile. However, during some adult-led activities, staff do not focus clearly on the most important learning they want children to achieve. This means that the intended learning outcome is not always fully achieved.
- Staff use effective strategies to support children to recognise and manage their feelings. Children have daily opportunities to discuss their feelings and emotions. For example, children enjoy group time with the 'worry monster', cuddly toys and storybook. They use wooden spoons with painted expressions to give children the opportunity to name how they feel, such as happy or sad. This gives children the confidence to express and manage their feelings independently.
- Parents are very complimentary about the service the nursery staff provide. They feel that the staff 'go over and beyond' in providing a range of exciting activities for the children. Parents comment on the strong relationships children build with the staff, describing them as 'part of the family'. Staff use regular newsletters, online information and verbal feedback to help support children's development at home.
- The management team has high expectations for all staff and children. They accurately evaluate their strengths and identify areas for development. Staff say

that they feel like part of the family and can speak openly and honestly with the managers. They are given regular opportunities to talk about any worries or concerns they have that may affect their work in termly well-being meetings. Staff's professional development is given high priority.

- Children's communication and language development is placed at the centre of the playgroup's curriculum. Children become thoroughly involved as staff introduce them to a rich variety of language through stories and songs. Staff skilfully ask children questions and allow them time to think and express themselves during play.
- Support for children with known or emerging special educational needs and/or disabilities is good. The management team works together with staff, parents and other professionals to support children who need additional help in their learning. Additional funding, such as early years pupil premium, is used effectively to benefit the children who receive it. Consequently, all children are prepared for the next stage of their learning and make good progress.
- Overall, staff support children's independence well. Children select their own resources and activities, use the toilet and wash their own hands independently. However, opportunities for children to carry out tasks for themselves are not always consistent. For example, staff hand out plates and cups to children, pour their drinks and prepare and serve snacks for them. This impacts on children's ability to carry out simple tasks for themselves.

## Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a secure knowledge and understanding of safeguarding. Staff attend regular safeguarding training and understand the possible indicators of abuse. They understand the signs and symptoms to look for that may be a cause for concern. Staff know the procedures to follow should they have any concerns about a child or if an allegation is made against a colleague. Important safeguarding information is displayed for all staff to access. The environment is safe and secure and risk assessments are effective in minimising risks to children. Staff closely supervise children to ensure they are safe.

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

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

- continue to build on staff's ability to implement the learning intentions during activities, to support children's learning to a higher level
- build on opportunities to extend children's independence to the highest level.

## Setting details

<b>Unique reference number</b>	EY372282
<b>Local authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	10301302
<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 3
<b>Total number of places</b>	20
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	CHADCA Early Years Playgroup Community Intererst Company
<b>Registered person unique reference number</b>	RP909918
<b>Telephone number</b>	07505419903
<b>Date of previous inspection</b>	11 January 2018

## Information about this early years setting

CHADCA Playgroup registered in 2008 and is located in Newcastle-upon-Tyne, Tyne and Wear. The playgroup employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above. The playgroup opens Monday to Thursday, from 8.45am until 11.15am, and Tuesday to Thursday from 12.15pm until 2.45pm, during term time only. The playgroup receives funding for the provision of free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jennifer Cowton

## 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 inspector completed a learning walk together of all areas of the playgroup and discussed the early years curriculum.
- The inspector spoke to parents and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector spoke with the management team about the leadership and management of the playgroup.
- Staff spoke to the inspector during the inspection.

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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