

Inspection of Kingston Park Playgroup

Kingston Park Community Centre, Brunton Lane, Kingston Park, Newcastle Upon Tyne, Tyne and Wear NE3 2SW

Inspection date: 10 October 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children receive a very warm welcome from all the staff at the start of the morning. They demonstrate a good understanding of the daily routine as they put their name tags on the attendance board before finding their own pegs to hang up their coats. Children then eagerly go to explore the playroom to see what interesting activities staff have set up for them. The construction area is especially popular, and children show concentration when building towers and using the play tools. Right from the start of the session, staff join children in their play. They help to support children to learn new skills or to practise something they have done before. This helps children to make good progress from their starting points in development.

There is a lovely buzz of activity, both inside and when children go to play in the well-resourced outdoor area. Staff encourage quieter children to join in with others. This helps to build children's confidence and provides opportunities to learn how to share and to take turns. Children's behaviour is very good. They respond well when they receive gentle reminders about the playgroup's golden rules. Staff praise children when they remember to use good manners and when they help to tidy up.

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

- The manager has worked tirelessly to ensure that all actions from the previous inspection have been addressed. She has valued support from the local authority and from mentors in local nurseries. Together with her dedicated staff team, she has introduced many positive changes to the curriculum and to the learning environment. The committee members have also put in place monitoring systems.
- The newly developed curriculum is securely centred around the learning needs of the children who attend. Staff get to know children extremely well through their careful observations. They then make sure that the activities they plan are carefully matched to children's next steps in learning. Staff skilfully introduce early mathematical skills in the mud kitchen. Children learn new vocabulary as they explore a sensory activity with their favourite dinosaur.
- Staff place a considerable emphasis on supporting children's communication and language skills. Staff have benefited from recent training in this area and use consistent strategies to promote children's learning. Staff have created many resources to help children to communicate and to extend their vocabulary. These benefit all children, but especially those children who speak English as an additional language. Where children are not making as much progress as they should, the manager works with parents and other professionals to put in place appropriate support arrangements.
- The playgroup's routine has a good balance of personal time, when children can

choose their own activities, and of group time, when all children come together. Children show a particular love of stories, songs and rhymes. They giggle with delight as they sing a familiar song quickly then slowly. They listen attentively as stories are read to them. However, sometimes, staff do not consider how the timing of the daily routine interrupts children's concentration or enjoyment of an activity.

- Children have many opportunities to develop their physical skills. There are always activities available, such as sand and water play, to develop their grip and coordination ready for starting to write. Staff also teach children how to climb up ladders safely so they can use the slide independently.
- Children are starting to develop their independence and self-care skills, such as using the toilet independently and washing their hands. They persevere when learning to put on their outdoor clothes. However, staff do not always provide further opportunities to prepare children to move on to school. For example, at snack time, staff prepare children's fruit and toast, and children have limited opportunities to sit at a table. When children want more water for an activity, staff fetch it for them.
- Partnership with parents is effective. Information is shared between staff and parents at the beginning and end of sessions. Parents know what their children are learning and are given tips and resources they can use at home with their children. Staff find out a lot about the children's home lives. Children are treated with kindness and respect by the nurturing staff team. This helps to promote children's self-esteem and knowledge that they are all valued.

Safeguarding

The arrangements for safeguarding are effective.

Children are supervised vigilantly at all times. The play environment, indoors and outdoors, is safe and secure. All staff regularly access safeguarding training. Policies are kept up to date and are in line with the procedures of the local safeguarding partnership. Staff demonstrate a secure understanding of a wide range of signs that may indicate a child is at risk of harm. They know how to refer their concerns to relevant agencies. The manager works with committee members to ensure safer recruitment practices are followed. Procedures are also in place to check the ongoing suitability of all those working with children.

What does the setting need to do to improve?

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

- consider how daily routines could be developed to minimise disruption to children's engagement in their learning and play
- provide further opportunities for children to develop the skills they need to prepare them for the next stage in their learning.

Setting details

Unique reference number	319226
Local authority	Newcastle upon Tyne
Inspection number	10296832
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 3
Total number of places	24
Number of children on roll	10
Name of registered person	Kingston Park Community Association Committee
Registered person unique reference number	RP911559
Telephone number	01912869825
Date of previous inspection	10 May 2023

Information about this early years setting

Kingston Park Playgroup registered in 1992 and is located within the community centre at Kingston Park, Newcastle. The playgroup employs three members of childcare staff. Of these, one member of staff holds an early years qualification at level 4 and two staff are qualified at level 2. The playgroup operates during term time, Monday to Wednesday. Sessions are from 9.30am to 12.30pm. The playgroup offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Batchelor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the playgroup.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the playgroup.
- Parents shared their views of the playgroup with the inspector.
- The inspector observed the interactions between staff and children.
- Staff spoke to the inspector during the inspection.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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