

Mortimer Out Of School Care & Playgroup

Mortimer Community Association, Reading Road, South Shields, Tyne and Wear, NE33 4UG

Inspection date	28/06/2013
Previous inspection date	12/02/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are confident communicators as they are provided with lots of opportunities that encourage their language and listening skills.
- Children learn how to lead a healthy lifestyle as they have lots of time to be active outdoors and are encouraged by staff to think about good hygiene and foods that are healthy.
- Children show a strong sense of belonging due to the positive relationships they have with staff who care for them.

It is not yet good because

- Routines of the sessions are too rigid, which means that sufficient time is not provided for children to become active learners.
- Information from parents on what children can do is not always successfully collected on entry to inform planning and help children progress.
- Staff's skills in asking open-ended questions are not consistent to encourage children's critical thinking.
- Children do not always have sufficient opportunities to learn about the natural world by using additional resources outdoors.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and outdoors in the garden.
- The inspector spoke to the nominated person, staff and children at appropriate times during the inspection.
The inspector looked at a selection of children's learning journals, planning documentation, evidence of suitability of practitioners working with the children, a sample of children's records and a selection of the setting's policies.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Julie Larner

Full Report

Information about the setting

Mortimer Out of School Care and Playgroup was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Mortimer Road community centre in the South Shields area of South Tyneside, and is managed by a voluntary committee. The setting serves the local area and is accessible to all children. Staff collect and drop off children at Mortimer, Ashley and Stanhope primary schools. There is a fully enclosed area available for outdoor play.

The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, and one has level 2. The setting opens Monday to Friday from 8am to 6pm all year round, except for a week between Christmas and New Year. Playgroup sessions are from 9am to 12pm during school term time only. Children attend for a variety of sessions. There are currently 188 children on roll, 45 of whom are in the early years age group. The setting supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure each area of learning and development is implemented through a successful balance of adult-led and child-initiated activity, to enable children to become confident, active learners
- collect information from parents about children's individual needs, interests and stage of development, and use this information to inform planning for each child when they first begin to attend.

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

- enhance the use of the outdoors so that children have rich opportunities to investigate the natural world or observe things closely through a variety of means, such as using magnifiers
- enhance staff's understanding of consistent and effective open-ended questioning, so children learn to think more creatively and critically.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making satisfactory progress in their learning and development. Planning is based on children's individual needs. For example, where children need more support in developing their language and communication skills, staff encourage conversations and questions during circle time to help develop their skills and confidence. Staff plan a range of adult-led activities that mostly extend children's learning. However, throughout most of the session, routines and teaching are too rigid to support children to become independent and active learners. Therefore, opportunities for children to explore and engage in play based on their individual interests are not fully supported. Planning covers the educational programmes to produce an adequate range of activities to support children's progress in all areas of learning. Regular observations are analysed to see what children are able to do, and a baseline assessment is completed when children first begin to attend the playgroup to find out about their starting points. However, these are mainly based around care needs. Staff have not yet begun to use what parents know to strengthen the experiences and activities that they provide for new starters' learning. The next steps in children's development are accurately identified to ensure they can make progress towards the early learning goals in preparation for their move to nursery. Parents are involved in their children's learning through sharing regular reports about their child's development. This allows any further support that is needed to be identified quickly to ensure that children can make progress in their learning, which parents can also support at home. Children are encouraged to visit the toilet independently and put on their coats and shoes themselves, which prepares them for the move to school.

Children keenly come into the playgroup and those who have been attending for some time settle well. They make decisions about what they will be involved in from picture cards of the activities available, and stick these onto their sheet for the day. This encourages children to make choices. However, they are mainly involved in planned activities throughout the session, which results in less time to explore and try things out for themselves. Children relish observing the butterflies at circle time. They keenly talk about their features, notice similarities and differences, and staff encourage them to think about their life cycle. This promotes children's communication skills and understanding of the world, and extends their confidence in expressing their thoughts to others. During the session, children enjoy listening to stories and are encouraged to talk about what they think will happen next to help them to sequence events. They have opportunities to use everyday equipment, such as whisks, and enjoy weighing ingredients during baking activities, which promotes their understanding of space, shape and measure. A well-stocked role play area encourages children's creativity. This is changed with children's emerging interests, for example, into a pirate ship to enthuse and motivate their imagination. Staff generally encourage children's learning adequately and show a sound understanding of the Early Years Foundation Stage. However, during the sessions, less emphasis is placed on encouraging children's critical thinking through the use of open-ended questioning. This impacts on children's critical thinking skills. Children freely access the outdoors to investigate sand with different equipment. For example, they notice and comment the marks that toy cars make as they push them around. However, there are

limited resources available to allow them to explore things closely, such as magnifying glasses.

The contribution of the early years provision to the well-being of children

Children enjoy positive relationships with the staff who care for them. This results in them feeling a strong sense of belonging in the playgroup. Staff work closely alongside parents to find out about children's individual needs. This enables them to meet these when children first start to attend the playgroup. Each child has introductory visits that are tailored to meet their individual needs to support the transitions between home and playgroup. Key persons are allocated to each child to ensure that they have an adult to oversee that their individual learning and care needs are successfully met. Children have positive relationships with their peers. They play alongside each other, take turns and share with very little adult support. Adults mostly provide good role models to support children's learning about acceptable behaviour, and children are beginning to show an understanding of the effect that their actions have on others. Children relish taking responsibility for appropriate tasks. They all know that they need to tidy toys away at the end of the session and keenly pick up resources to put them back in the appropriate boxes.

Resources are adequately organised to ensure that children can make choices and decisions about what they want to do, for example, as they select toys and equipment from low-level boxes labelled with pictures. Children enjoy using the outdoor area and are mostly freely able to choose whether they wish to play outside. They are gaining good skills in their physical development and have plenty of opportunities to be active. Children confidently balance upon the wooden stumps and skilfully manoeuvre from one to the next. There are plans to enhance the garden area to improve and develop this further. Plenty of planned activities and spontaneous discussions support children's understanding of a healthy lifestyle. Staff regularly challenge children to think about foods that are good and bad for them, and talk about times when they may need more energy from sweets, for example, when they are going on an adventure. Children benefit from healthy snacks at mealtimes, such as cheese sandwiches, which they have helped to prepare.

Younger children are beginning to gain an understanding of how to keep themselves safe, with sensitive reminders from staff, for example, to be careful as they negotiate balancing on the logs outdoors. Some spontaneous discussions during story time contribute to children's understanding of safety, for example, as they talk about what they must do to stay safe outdoors in the countryside. Risk assessments are regularly completed, which ensures that children remain free from harm and areas are safe and suitable.

The effectiveness of the leadership and management of the early years provision

The manager of the setting shows an adequate understanding of her role in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. There are satisfactory systems in place for staff recruitment and induction, and appraisals have recently been introduced which focus on staff development.

This ensures that staff's continuing professional development is supported, which in turn benefits the care of the children. For example, staff have completed training in the Early Years Foundation Stage and their confidence in how to promote each child's learning and development is increasing. The educational programmes provided are monitored to ensure that there are sufficient opportunities for children to progress in all areas of learning. New systems to monitor each child's individual progress assess whether they need further support in any particular area. Consistent risk assessments are carried out, which ensures that any hazards are sufficiently minimised, and consequently children's safety is adequately safeguarded. All staff are fully aware of their responsibility in safeguarding the children in their care. They complete regular training in child protection, which ensures that they are aware of what they should do if they have a concern about a child in their care.

Partnerships with parents are friendly. Practitioners ensure they are well informed about the care and development of their child by sharing information with them when they collect their child. Views and ideas as to how the setting can be improved are sought from parents on a regular basis to ensure that these are valued and respected. The playgroup supports partnership working by providing parents with a handbook when their child starts to attend, to ensure they are fully aware of how the setting operates and know what to do if they have a complaint. Staff in the playgroup work closely with other professionals where there are any concerns identified about a child's development. This results in them providing further activities and experiences that support each child's individual development needs. The playgroup have developed close links with several schools and nurseries in the local area, which supports children as they move between the playgroup and nursery or school they attend.

Mainly accurate self-evaluation systems ensure that the playgroup evaluates what they do well and the areas where they wish to improve. These focus around issues that will bring about the most improvement for the care and development of the children, for example, by enhancing the outdoor play area. The playgroup has made some progress on the areas for development identified at the previous inspection. However, this has not been fully successful as there is insufficient focus on making sure that child-initiated play is at the centre of the playgroup. This impacts on children's learning as there is less time for them to explore, pursue their own interests and use their own ideas.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	312579
Local authority	South Tyneside
Inspection number	818955
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 18
Total number of places	100
Number of children on roll	188
Name of provider	Mortimer Out of School Care and Playgroup Committee
Date of previous inspection	12/02/2010
Telephone number	0191 4566680

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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