

# Ravenside Pre-School Playgroup

St James & St Basils Church Hall, Ravenside Road, FENHAM, Newcastle Upon Tyne, NE4 9UB

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|--------------------------|------------|
| <b>Inspection date</b>   | 30/04/2014 |
| Previous inspection date | 05/07/2010 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 2 |
| How well the early years provision meets the needs of the range of children who attend |                         | 2 |
| The contribution of the early years provision to the well-being of children            |                         | 2 |
| The effectiveness of the leadership and management of the early years provision        |                         | 2 |

## The quality and standards of the early years provision

### This provision is good

- Staff carry out regular assessments of learning. This ensures all children are supported in ways that are right for them. Consequently, children, especially those with special educational needs and/or disabilities, make good progress as a result of attending the pre-school.
- The manager and her staff team demonstrate a strong drive to continually review and improve their practice. As a result, a high quality pre-school has been created which reflects the needs and interests of all children.
- Children are safeguarded and fully protected from harm. This is because all staff have been checked and are suitable to work with children and fully understand their role and responsibility in protecting children.
- Children's needs are quickly identified and very well met through the robust and effective partnerships between parents and external agencies and services.

### It is not yet outstanding because

- Occasionally, activities carried out at group time are too long and do not always provide enough interest for the youngest children to extend their listening and attention skills.
- There is scope to extend the use of open-ended questions, in order for children to enhance their already very good expressive language skills.

## 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.

## Inspection activities

- The inspector carried out a tour of the pre-school, including the outdoor environment.
- The inspector checked evidence of suitability and qualifications of staff working with children and the manager's self-evaluation form and focussed improvement plans.
- The inspector observed teaching and learning activities in the main pre-school room.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the manager of the pre-school and looked at and discussed a range of policies and procedures.

## Inspector

Nicola Jones

## Full report

### Information about the setting

Ravenside Pre-School Playgroup was registered in 1992 and is on the Early Years Register. It is run by a voluntary management committee. It is based within St James and St Basils church hall, which is located in Fenham, Newcastle upon Tyne. The pre-school has sole use of the premises during its opening hours. The children have access to a large hall, toilet facilities and a cloakroom. There is also an enclosed grassed area for outdoor play. The pre-school serves the local area and is accessible to all children. There are currently 38 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one member of staff holds a level 2 qualification. The pre-school opens Monday to Wednesday from 9.15am until 2.15pm and Thursday and Friday from 9.15am until 12.15pm, term time only. Children attend for a variety of sessions.

### What the setting needs to do to improve further

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

- strengthen good teaching even further by ensuring activities delivered at group time are sufficiently challenging and time limited, in order for youngest children to enhance their listening and attention skills
- increase opportunities for children to respond in full sentences by extending the use of open-ended questions, in order for them to enhance their already very good expressive language skills.

## Inspection judgements

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

Staff provide a very good range of interesting, stimulating and challenging experiences for children to enjoy. Areas of provision have been carefully thought through and created to cover all seven areas of learning. This means that children thoroughly enjoy exploring their environment, find out about things and try out and practise their own thoughts and ideas. Staff recognise their role in building the right conditions for children's learning. They ensure each child feels valued as an individual and their own rate of development is respected. Regular assessments of learning are carried out. This ensures all children are supported in ways that are right for them. Consequently, children make good progress as a result of attending the pre-school. They develop positive dispositions which lay the foundation for becoming lifelong successful learners. Generally, staff support children well

as they play. They sit alongside them and read them stories in the cosy book area. They allow children opportunities to engage with the pictures and lift the flaps. This supports their communication and language skills. However, opportunities to develop skills even further are not always provided. This is because staff occasionally ask closed questions, which do not always enable children to respond using full sentences.

The quality of teaching is consistently good. Staff make good use of games to enhance children's listening and attention skills. They ensure they involve children individually to match the correct picture with sounds heard. Children with special educational needs and/or disabilities are very well supported to engage with this activity. For example, they take an active part in the game with the help of the hearing impairment teacher, who provides ongoing support for children in the pre-school. As a result, children accurately identify the sounds they hear, promoting their listening skills and supporting them to make progress. However, opportunities are not always provided to develop all children's good listening and attention skills even further. This is because, occasionally, staff plan group time sessions that are too long and do not provide enough challenge to fully extend the learning and development of the youngest children. Children with English as an additional language are well supported in the pre-school. Staff use effective strategies to support children to use their home language, ensuring they make progress based on their individual starting points. Children enjoy engaging in active tasks, such as singing and listening to stories. This supports their communication and language skills well and provides a good foundation for later literacy learning when they go to school.

Children have individual learning journey files containing on entry assessments, examples of their work, observations and photographs as evidence of learning. This is accurately matched to the guidance document 'Early years outcomes' and is tracked over time to demonstrate progress. Effective strategies engage parents in their children's learning in the pre-school and at home. They have access to their child's learning journey file, which keeps them well informed of their child's progress and they are actively encouraged to talk informally to staff either before or after each session. Parents complete documentation to share examples of children's learning at home. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained.

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

Children and their families are warmly welcomed into this friendly and supportive pre-school. Parents spend time each day with their children in the room before the session starts. This helps them to engage and take an active part in their child's learning. Staff are caring and give children their full attention when they interact with them. This promotes good relationships and enables children to make secure attachments. An effective key person system is in place. This enables young children to feel confident when separating from their parents and carers and supports their emotional and physical development very well. Staff share key information with parents, which is used effectively to address children's individual needs. This helps parents to gain confidence and develop trust when leaving their children for the first time. Staff encourage children to develop their independence skills. They wash their own hands, pour their own drinks and choose their

own fresh fruit at snack time. Staff encourage children to think about their diet and talk about the importance of developing a healthy lifestyle. For example, staff play lotto games with children and discuss why some foods are healthy and some are unhealthy. This supports children's understanding of making positive choices to promote a healthy diet. Staff provide daily opportunities for children to access fresh air and be physically active. The outdoor area is used well to support children's all-round development. Children go out in all weathers. Photographic evidence shows how children have enjoyed taking part in projects run in their local woodland area. This enhances opportunities for risk taking and further promotes children's physical well-being.

Children are well supported when they begin attending the pre-school. Good quality information is gathered from parents. For example, information, such as toileting needs, dietary requirements and personal preferences, is recorded. Children make visits with their parents before staying for the full session. This is dependent on need and more visits are planned and shorter sessions, if required. Staff work closely with parents during this time and support individual needs very well. For example, parents are encouraged to spend time in the pre-school with their child if they are finding it difficult to settle. This has a positive impact on the child's emotional well-being and helps them to stay for short periods on their own. As a result, continuity is provided for the child when they move from care in the home into the pre-school. Children are well supported when they prepare to leave and move into local schools. Teachers come to visit and meet children in the pre-school. They spend time getting to know new faces, which supports them emotionally to move into school when the time comes.

Staff involve children in safety procedures throughout the day. For example, they talk gently to children and remind them not to climb on furniture. As a result, children develop an understanding of how to keep themselves safe. Children demonstrate safe practices as they play. For example, they take care as they push dolls in their buggies around the room, making sure they avoid other children playing. Children cooperate well with each other and know what behaviour is acceptable in the pre-school. This is because staff have agreed procedures outlining how to manage changes in children's behaviour and the rationale of this is shared with parents, to maintain a joint approach. Staff use techniques, such as distraction, to remind children of the pre-school rules. For example, when children begin to run around with the role play medical kits staff tell them to go and take the temperature of the dolls instead.

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

The manager and her staff team have developed a high quality pre-school which is welcoming, stimulating and safe. There have been changes to the committee recently and the manager has fulfilled her role in ensuring Ofsted have been notified of this information. All staff fully understand their roles and responsibilities in safeguarding children and ensure all necessary steps are taken to keep them safe and well. For example, doors leading into the pre-school room are locked and measures are taken to ensure they are safe and secure at all times. Staff stand near to the door as children and

their parents arrive, this prevents unknown adults entering the room and keeps children fully safeguarded. Necessary checks are carried out to ensure all staff and other adults in daily contact with children are suitable to do so and any concerns regarding children's welfare are managed effectively. Effective induction and mentoring arrangements, together with clear written policies and procedures, further protect children and ensure they enjoy their learning experience and grow in confidence. All areas accessed by children are free from hazards and the staff team ensure effective risk assessments are carried out daily to keep children safe from harm. Risk assessments are reviewed constantly and action is taken, if required to maintain safety.

The manager has a good understanding of her role in monitoring the delivery of the educational programmes and maintains an overview of the continuous provision for children in the indoor and outdoor environments. She spends time working in the room, gaining first-hand experience of what is working well. As a result, areas for improvement are identified, taking into account the views of parents, staff and children. The manager and her staff team are fully committed to creating, maintaining and improving the pre-school so that it meets the highest standards and offers the best experience for children. Observation, assessment and planning documentation is monitored to make sure it is consistent, precise and displays an accurate understanding of all children's skills, abilities and progress. The manager maintains a comprehensive overview of progress tracking documentation in conjunction with local authority professionals. This ensures children's needs are quickly identified and well met through partnerships between the pre-school, parents and external agencies. Ongoing staff development is encouraged through well-considered and purposeful staff supervision and support is given to undertake further training. This has a positive impact on staffs' knowledge. For example, staff have access to a wide variety of training programmes offered through their local authority.

Partnerships with parents and external agencies are well-established and make a strong contribution to meeting children's needs. The entrance hall area provides a wealth of good quality information for parents. This ensures they are kept fully up to date with key events and are effectively sign posted to external agencies and services, should they require additional help. Good use is made of information provided by external agencies, such as the hearing impairment service and speech and language therapy, to support children's individual needs. This is echoed by external teachers who come in to the pre-school to support children. They make comments, such as 'Staff are very inclusive, always make themselves available to discuss the child and are keen to learn and implement strategies'. This helps to improve communication and coordination between professionals, staff and families. The manager and her staff team have been proactive in their approach to share information with other providers when children attend other settings. For example, learning and development information is effectively shared when children attend other nurseries.

## 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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.  |
| 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 monitored and inspected again within six 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

|                                    |  |
|------------------------------------|--|
| <b>Unique reference number</b>     | 319274                                   |
| <b>Local authority</b>             | Newcastle                                |
| <b>Inspection number</b>           | 961695                                   |
| <b>Type of provision</b>           |  |
| <b>Registration category</b>       | Childcare - Non-Domestic                 |
| <b>Age range of children</b>       | 0 - 5                                    |
| <b>Total number of places</b>      | 30                                       |
| <b>Number of children on roll</b>  | 38                                       |
| <b>Name of provider</b>            | Ravenside Pre-school Playgroup Committee |
| <b>Date of previous inspection</b> | 05/07/2010                               |
| <b>Telephone number</b>            | 0191 275 3056                            |

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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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