

Tyne View Pre-school

Tyne View Childrens Centre, Rose Street, GATESHEAD, Tyne and Wear, NE8 2LS

Inspection date

Previous inspection date

17/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The quality of teaching is good because all staff have a thorough understanding of how children learn and develop. Staff make good use of their accurate assessments of children in order to plan relevant activities that support them in making good progress in their learning.
- Children are happy and enjoy secure and trusting relationships with the staff who provide them with praise and encouragement. As a result, the children have high self-esteem and confidence and are enthusiastic learners.
- Staff are confident in their understanding of safeguarding procedures. They fully understand how to report any concerns and ensure that children learn about safe practices during play and routines.
- Staff promote effective partnerships with parents. They involve parents in their children's learning well, to ensure children make steady progress in their learning.

It is not yet outstanding because

- Opportunities for children to develop their literacy and numeracy skills outdoors are not as effective as indoors, as there are fewer resources to promote the regular and purposeful use of letters, signs and symbols.
- There is further scope for children to learn about growth, nature and change while playing 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.

Inspection activities

- The inspector observed activities throughout the pre-school in both indoor and outdoor spaces, as well as the adventure playground.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of suitability and qualification of practitioners working with children, and the provider's self-evaluation.
- The inspector carried out a joint observation with the manager.

Inspector

Janet Fairhurst

Full report

Information about the setting

Tyne View Pre-school was registered in 2014 on the Early Years Register. It is located within a purpose-built building, in Tyne View Children Centre, in Gateshead. The pre-school is managed by the Pre-school Learning Alliance. It operates from one self-contained room and there is an enclosed area available for outdoor play. Sessions are term time only from Monday to Friday from 9.15am to 12.15pm and 1pm to 4pm. Children attend for a variety of sessions. The setting provides funded early education for two-, three- and four-year-old children. There are currently six children on roll. There are two members of childcare staff, with one who holds Early Years Professional status and one who holds a qualification at level 3.

What the setting needs to do to improve further

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

- enhance the outdoor area further to offer children a rich number and text environment, in order to develop a greater awareness of numbers and words
- provide further opportunities for children to learn about growth, nature and change while playing outdoors.

Inspection judgements

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

Staff demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. They plan well for children's future learning by using their observations of the children and information they gain from parents when children first start. Staff observe the children as they play and record what they can do. They use the information gained from the observations to plan the next steps in children's learning and to plan a wide range of play opportunities which children find consistently challenging and enjoyable. Staff monitor children's progress in their learning carefully and use the relevant guidance to assess if children are working within the expected developmental age range. This is further supported, as staff complete a summary of the progress check carried out on children between the ages of two and three years and involve parents in the discussion. This means staff can identify when early intervention may be needed to ensure that children receive well targeted support to meet their learning needs.

Children's communication language and literacy is supported well. They spontaneously interact with adults, who engage them well in conversation. Children benefit from time to develop spoken language through sharing conversations on both a one-to-one basis and in small groups. They talk about events in their lives and about things that interest them. A

wide selection of books are made accessible to children. Regular story and singing sessions gives children daily opportunities to share and enjoy books, music and songs. Children are very confident when exploring and learning new things. For example, they show great excitement as they experiment with mixing mud, water and different things that they find outside . They play a full and active role in their own learning, make choices and decisions and are curious and inquisitive. Children freely express their feelings, ask for help when they need it and willingly share. They play both independently and with their friends and this helps them to develop the skills they need in readiness for their move to nursery or school. Children increasingly hear staff using mathematical language. For example, as children clamber on the rope net, staff use terms , such as 'up', and 'down'. Indoors, staff provide a wide range of writing tools to encourage children to practise their mark-making skills, as the environment is rich in print and number signs. However, this is not extended to the outdoor environment, to further strengthen the children's growing literacy and numeracy skills.

All children enjoy a wide range of experiences to express their creativity and explore texture through using activities, such as paint, dough, sand, water and arts and crafts. Children enjoy easy access to a variety of physical play equipment. This is achieved by using a combination of their own outdoor resources and the excellent adventure playground which is situated next to the setting and offers high levels of challenge for all children. These resources are used by the children on a regular basis and contribute greatly to their good balance, co-ordination and all-round physical skills. However, opportunities for children to learn about growth, nature and change while out in the garden, are not fully exploited. For example, children have not yet had the chance to plant flowers and vegetables in the garden and then to watch them grow.

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

Children are happy and settled because transitions into the pre-school are managed well. The key-person system is implemented effectively, to ensure that each child has a named person to take responsibility for their daily well-being, plan for their learning and development and build positive relationships with parents. As a result, children build secure relationships with staff, coming into pre-school happily and eager to learn. Children's starting points and other relevant information is gathered from parents at the beginning of the placement. This helps staff to make an initial assessment of children's capabilities, likes and dislikes and contributes towards their tailoring of provision to meet individual needs. The pre-school is well laid-out to develop children's independence. They are able to easily and safely select all resources for themselves and make choices about where and with what they wish to play. Children's behaviour is managed well through clear and concise behaviour management strategies. As a result, children's behaviour is very good. Children flourish as praise clearly validates their achievements, celebrates their success and builds their self-esteem and confidence.

Staff are deployed well, both indoors and out, providing continuous supervision of children, which contributes to their overall safety and welfare. Children feel safe and cared

for and quickly gain confidence as a result of the support they receive. Attentive staff ensure that there is always an adult close at hand to encourage and support children's growing independence. Children well-being and welfare is fostered well. For example, before going outside, staff make sure that all children wear sunhats and their skin is protected as they apply sun cream. They provide simple explanations to enable children to develop an understanding of how to keep themselves safe. Children have access to water and staff remind them constantly to drink. Staff provide healthy snacks for children and use these times to encourage children's independence skills appropriate to their ages and stages of development. Children know the signs when snack is being prepared and some wash their hands without prompting, showing that staff are teaching them good personal hygiene routines. Staff talk about the fruit children are eating which supports good attitudes to healthy eating.

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

Safeguarding is a priority for the pre-school as they follow robust systems to ensure the safety of all children. Staff have a good understanding of the signs and symptoms of abuse and know how to report any concerns they have about children's welfare. Secure recruitment and induction procedures are implemented, along with regular checks to ascertain staff's ongoing suitability. Regular risk assessments cover all areas of the building including all outings, with staff carrying out daily checks that encourage children to become aware of possible hazards and ways in which they can keep themselves safe. The staff team is well qualified and demonstrate a good knowledge of the Early Years Foundation Stage. They have clear development plans to ensure they keep their knowledge up to date and all staff have attended relevant training courses. For example, the manager has recently completed recruitment, selection and appraisal training. In addition, to this all staff have updated their safeguarding and paediatric first-aid training. Clear arrangements for staff supervision and appraisals contribute to a practitioner management process and their professional development. Staff have a good knowledge of the learning and development and welfare requirements of the Early Years Foundation Stage and this promote children's learning and development. The manager monitors the educational programme well to ensure children are making good progress. Activities are planned to ensure children are suitably challenged and based upon accurate observations and assessment.

Pre-school staff demonstrate a strong commitment in promoting good relationships with parents. They understand the importance of these and the positive impact they have on the children's learning and development. Parents have access to all written policies and procedures, which are readily available for them to access. Daily discussions, daily diaries and information boards offer parents an insight into the activities available to children, and ensures they are fully aware of all aspects of their child's day. Parents spoken to during the inspection talked about how well their children were progressing and how they enjoyed coming to the pre-school. They also commented on how happy their children are and the good information provided by staff. The staff are also very aware of the

importance of working with other professionals. For instance, they have established effective links with the local Sure Start setting where they actively participate in any of their planned events with parents. Furthermore, for those children moving onto nursery school, they have prepared summary reports to enable the parents to share these with their new practitioners. Although the pre-school is newly established and has only been running for a short time staff have taken time to reflect on the progress to date. They have made a good start developing self-evaluation and improvement plans. These identify areas of development which are well targeted to improve and enhance children's learning experiences.

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

Unique reference number	EY473956
Local authority	Gateshead
Inspection number	955534
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	6
Name of provider	Pre-School Learning Alliance
Date of previous inspection	not applicable
Telephone number	07725822902

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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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