

# Garden Village Playgroup

Garden Village Hall, Rosewood Avenue, Gosforth, NEWCASTLE UPON TYNE, NE3 5DD



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 10 November 2016 |
| Previous inspection date | 19 November 2015 |

|   | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---|-------------------------|----------------------|----------|
| <b>The quality and standards of the early years provision</b> |                         |                      |          |
|   | Previous inspection:    | Requires Improvement | 3        |
| Effectiveness of the leadership and management                |                         | Good                 | 2        |
| Quality of teaching, learning and assessment                  |                         | Good                 | 2        |
| Personal development, behaviour and welfare                   |                         | Good                 | 2        |
| Outcomes for children   |                         | Good                 | 2        |

## Summary of key findings for parents

### This provision is good

- The manager is committed to continuous improvement. She reviews practice alongside parents and other professionals and makes plans for development. Actions and recommendations raised at the last inspection have been fully addressed, leading to marked improvements in the quality of the care and learning provided in the playgroup.
- The quality of teaching is good. Staff know children well and provide activities that are based on their individual interests. This helps children to become engaged in their learning, and contributes to the good progress they make.
- Children benefit from plenty of attention, praise and encouragement. They form trusting bonds with staff that support their emotional well-being effectively. Children demonstrate high levels of self-esteem and confidence.
- Partnerships with parents are very effective. They regularly share information about their children's achievements and welcome ideas from staff to extend their child's learning at home. This helps to build on the learning that happens in the playgroup.
- Children clearly enjoy their time in this happy playgroup. Parents are very pleased with the care and learning provided and the progress their children make. They describe staff as helpful and friendly. They speak highly of the ways that staff provide high-quality education for children while making their learning lots of fun.

### It is not yet outstanding because:

- Staff do not always provide children with enough opportunities to be freely creative and to investigate and explore a range of materials.
- Staff do not always fully promote children's prompt and regular attendance. Sometimes, this has an impact on the quality of children's learning experiences and on routines during some parts of the session.

## What the setting needs to do to improve further

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

- provide children with more opportunities to investigate and experiment with colour, design and texture and promote their creative development to the highest levels.
- promote children's prompt and regular attendance more consistently.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the playgroup manager.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability checks carried out on staff and members of the committee.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has high expectations of staff and arrangements for supervision are good. Staff are qualified and are committed to continuing with their professional development. For example, they attend training, observe each other and share ideas for good practice. This helps to build on the already good quality of teaching. The arrangements for safeguarding are effective. Procedures are in place to check the suitability of staff and committee members. Staff are vigilant and know what to do if they have a concern about a child's welfare. Effective partnerships with other settings help to provide a consistent approach to children's care and learning, and support them at times of change. The manager checks the progress made by individuals and groups of children. She uses her findings to plan educational programmes that meet children's learning needs effectively.

### Quality of teaching, learning and assessment is good

Staff have a secure knowledge of child development and quickly identify any children who are slower to develop key skills. They accurately observe children at play and use their findings to check children's progress against typical levels of achievement for their age. This helps them to plan activities that support children to build on what they already know and can do. Children search for leaves in the garden and observe them through a magnifying glass. This helps them to learn about the natural world. Staff support children's developing communication skills well. For example, they introduce new vocabulary and encourage children's descriptive language as they talk together about the leaves they find. Children have lots of opportunities to practise large movements, such as climbing, balancing and riding bikes. This helps to promote their physical development.

### Personal development, behaviour and welfare are good

The environment is calm and welcoming. Parents feel at ease in the group and often stay for a while before leaving their child at playgroup. Staff show adults and children respect and have a sensitive approach to managing children's behaviour. They encourage children to consider each other's needs and feelings. This contributes to the good behaviour of all children in the setting. Staff have high expectations of children. They encourage children to put on their own shoes and coats, and to help with small tasks in playgroup. This helps to promote children's independence and prepares them for when they start school. Children benefit from plenty of fresh air and exercise and are offered healthy snacks and drinks. This helps to promote their physical health and well-being effectively.

### Outcomes for children are good

All children make good progress in their learning and achieve well. Children who have special educational needs are supported very well. They make steady progress and begin to catch up in their learning. Early years pupil premium funding is used effectively to accelerate children's progress and boost their achievements. Children are motivated to learn and concentrate during activities. This demonstrates a positive attitude that helps to prepare them for school. Children develop key skills in literacy and mathematics. For example, they identify the letters and sounds in their name as they select their name card. They enjoy singing songs during group activities that introduce numbers and counting.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 319185  |
| <b>Local authority</b>                           | Newcastle   |
| <b>Inspection number</b>                         | 1077102   |
| <b>Type of provision</b>                         | Sessional provision                                 |
| <b>Day care type</b>                             | Childcare - Non-Domestic                            |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>                     | 2 - 3   |
| <b>Total number of places</b>                    | 20  |
| <b>Number of children on roll</b>                | 18  |
| <b>Name of registered person</b>                 | Garden Village Playgroup (Gosforth) Committee       |
| <b>Registered person unique reference number</b> | RP902142  |
| <b>Date of previous inspection</b>               | 19 November 2015                                    |
| <b>Telephone number</b>                          | 07947 272 583                                       |

Garden Village Playgroup was registered in 1978. The playgroup employs four members of staff, all of whom hold an appropriate early years qualification at level 3. The playgroup opens Monday, Tuesday, Thursday and Friday, term time only. Sessions are from 9am to 12.30pm. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup cares for children who have special educational needs.

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