

Inspection of Go Far Playgroup

Fenham Association of Residents, Far Community Centre 40-46, Acanthus Avenue,
NEWCASTLE UPON TYNE NE4 9YD

Inspection date: 17 July 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children very much enjoy their time in this lively, fun-filled playgroup. Staff support children's learning effectively. Education programmes are broad and balanced, helping to ensure that all children achieve well. Staff are very aware of the impact that restrictions during the COVID-19 pandemic have had on some children's development. This is reflected in their bespoke and dynamic curriculum, which currently prioritises supporting children to further develop their language and communication skills. Children make good progress and are becoming increasingly articulate.

The manager and staff are highly enthusiastic and clearly love their roles. They take full account of children's interests and incorporate them into plans for learning. Overall, during activities, this helps children to stay motivated and engaged in their learning. For example, children show high levels of curiosity while exploring a tray filled with representations of animal habitats. They eagerly discuss the countries and climates where different animals live.

Staff offer children plenty of praise and encouragement. They frequently remind children of their expectations for good behaviour. Children respond well to instructions and behave well. They move confidently around the playgroup, showing that they feel safe and are at ease in staff's care.

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

- Staff work closely with parents and other professionals to assess children's abilities. They then carefully plan activities to help children to learn and remember more. Teaching is closely focused on what staff want children to learn next. This helps all children, and in particular those who have special educational needs and/or disabilities (SEND), to make the progress that they are capable of.
- Children run outdoors with glee and very much enjoy their time in the garden. They have plenty of opportunities to develop their physical skills, for example while using ride-on toys and balancing on logs. Some children enjoy pretending to make a cake from mud and leaves. Staff support this well, giving ideas and suggestions that help to extend children's imagination and creativity.
- Routines in playgroup help children to know what to expect, which helps them to feel secure. However, occasionally, children have to wait too long between parts of their day such as moving from the carpet to the table for lunch. Escalated noise levels make it difficult for them to hear staff. At such times, children become mildly restless and their otherwise good learning opportunities are interrupted.
- Staff teach children about ways to keep themselves healthy. For example, children know to wash their hands before eating to remove germs. They learn

about healthy food choices when they make magic wands from fruit for their snack. However, staff do not consistently teach children about how to stay safe in warm weather, for example by keeping their hat on and drinking plenty of water.

- The manager supports staff well. They benefit from good support and coaching, alongside opportunities for professional development. This leads to ongoing improvements in the quality of education. Staff have completed training to support children with SEND more effectively. This has helped them to support children's learning even more precisely. For example, they have introduced visual aids and simple hand signs to help children to communicate more effectively.
- Children benefit from outings that build on their life experiences. The manager is aware that some children have limited opportunities to spend time in the community and to learn about the world around them. He uses additional funding well to support this. For example, children experience using public transport and enjoy exploring play areas and woodlands. Parents particularly appreciate these opportunities their children have to spend time outside of the playgroup.
- Staff support children's emotional development well. They use stories and props to help children to talk about and understand their feelings. Children grow in confidence and separate happily from their parents. They develop friendships and learn to play together with others. For example, they pretend to make smoothies for their friends in the play kitchen.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- refine routines to minimise the times when children become restless or distracted
- teach children even more consistently about habits that support their good health.

Setting details

Unique reference number	2683663
Local authority	Newcastle upon Tyne
Inspection number	10357637
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	29
Number of children on roll	50
Name of registered person	Go Far Pre-school Limited
Registered person unique reference number	2683661
Telephone number	07523338826
Date of previous inspection	Not applicable

Information about this early years setting

Go Far Playgroup registered in 2022 and is located in Fenham, Newcastle upon Tyne. The playgroup operates from 8am to 4pm, Monday to Friday, during term time only. There are six staff, including the manager, who work directly with children. Of these, four hold a relevant early years qualification at level 3. The playgroup provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager showed the inspector around the premises. He talked about the curriculum and the way the provision is organised.
- The inspector observed interactions between staff and children. She observed staff's teaching and assessed its impact on children's learning.
- The manager and inspector observed and evaluated an activity together.
- The inspector spoke to staff and children at appropriate times during the inspection. She held telephone calls with parents and took account of their views.
- The manager met with the inspector to discuss leadership and management matters. The inspector checked the arrangements for ensuring staff's suitability.

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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