



Jellytots Playgroup

Inspection report for early years provision

Unique Reference Number	109042
Inspection date	13 March 2006
Inspector	Nikki Whinton
Setting Address	Brookfield School, Cartwright Drive, Shaw, Swindon, Wiltshire, SN5 5SB
Telephone number	0771 8028621
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Registered person	Jellytots Playgroup
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Jellytots Playgroup opened in its current location in 2001. It operates from a mobile classroom within the grounds of Brookfield Primary School, Swindon. A maximum of 20 children may attend the setting at any one time. The group is open each weekday during school term times. Sessions are from 09.00 until 11.45 and 12.30 until 15.00. All children share access to an enclosed, outdoor play area.

There are currently 53 children aged from 3 to under 5 years on roll. Of these, 44

children receive funding for nursery education. The setting currently supports children with special educational needs and children who speak English as an additional language.

The provision employs 5 staff. All of the staff hold appropriate early years qualifications. In addition, the manager is working towards a further qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop their understanding of healthy eating through topic work and the good range of nutritious snacks they enjoy whilst in the provision. They are encouraged to try new food tastes and are able to select snack items in sufficient quantity to meet their varying needs. Staff discuss individual allergies and preferences with parents prior to children commencing in the setting. They record these discussions and accommodate any requirements. Children freely access drinking water throughout the sessions. Their dietary needs are successfully met.

Children learn about the importance of good hygiene practices as part of the daily routine. They manage self-care skills well and understand why they must wash their hands carefully, 'So we don't eat germs'. They benefit from the staff's good role modelling, secure understanding of first aid and their knowledge of the correct administrative procedures to be followed if accidents occur or children require medication. Children's good health is effectively promoted.

Children move freely, confidently and safely within the provision, whilst demonstrating good spatial awareness. They develop their large muscle skills through activities such as moving to 'Sticky kids' tapes or using a giant parachute. Children gain good small muscle control and coordination by safely handling a varied range of tools, including the computer mouse, pencils and glue sticks. However, children do not have regular opportunities for fresh air and exercise, as part of the setting routine.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play within an environment that is clean, well maintained, warm and very welcoming to children and parents. They benefit from the staff's understanding of safety issues and the need to take positive steps to prevent accidents. For example, the premises are secure, covers are fitted to exposed electric points and potentially hazardous materials are inaccessible to children. Children are starting to share responsibility for their own safety. They take part in fire drills and help to tidy away resources, to reduce the risk of trip hazards. Children move around the playroom confidently and safely.

Children enjoy self-selecting from a wide range of clean, well maintained, stimulating resources. They benefit from the staff's good understanding of safety issues

regarding the purchase and maintenance of equipment. As a result, children are able to play with age appropriate toys that are safe and suitable.

Children's welfare is supported by staff that have a very secure knowledge of child protection issues. There are very effective procedures in place for making parents aware of the provider's responsibilities. Children's wellbeing is actively promoted.

Helping children achieve well and enjoy what they do

The provision is good.

Children are independent, confident and well motivated to learn. They enter the provision eagerly, separate easily from their main carer and immediately settle into the daily routine. Children are consistently well occupied. They show good self-esteem and are learning to speak in a familiar group, such as during the daily news time. Children are developing their social skills and are considerate of the needs of others. For example, a child spontaneously finds a basket for a friend during a role-play shopping expedition. They demonstrate good self-control and are able to sit quietly and concentrate for short periods, such as when listening to a story. Children are aware of the need to share resources, for example during craft activities, and to wait their turn to select their snack time fruit. Children are learning to be independent and are developing their self-care skills through meaningful activities, including putting on their coats prior to feeding the birds and tidying away floor cushions after registration. Children have formed positive relationships with their peers and the kind, considerate staffing team. They benefit from staff knowing them well and having an awareness of their home circumstances.

Nursery Education

The quality of teaching and learning is good. The staff have a secure knowledge and understanding of the foundation stage. They plan and provide a varied programme of stimulating, practical activities to promote children's learning towards the early learning goals. Staff are effectively deployed, work extremely well as a team and act as very good role models. They ask children searching, indirect questions to make children think, reinforce and extend their learning. Staff manage children's behaviour successfully and support children in developing their independence, confidence and self-esteem. Staff are aware of children's differing stages of development and complete regular written observations and assessments using the Swindon Record Keeping System. Whilst information from assessment is used in planning for individual children's future progress, parents are not actively encouraged to contribute to assessment.

Children count confidently, such as when counting peers present, use mathematical language appropriately and enjoy solving simple meaningful problems. Through practical activities, including playing with 'Tap-a-shapes', exploring sand and completing puzzles, children are increasing their awareness of shape, space and measure. Children are learning basic sign language as part of the daily routine. They have a wide range of vocabulary, which they use very confidently when talking to peers and adults. They successfully recognise their name in print and are learning to link sounds and letters. Children enjoy listening to planned, whole group stories and

have daily chances to practice their early writing skills, such as when making notes in exercise books, during role-play.

Children enjoy varied, exciting opportunities to learn about their local environment. For example, they visit a nearby farm and undertake outings to the library, dentist and local supermarket. In addition, they welcome meaningful visitors to the setting, such as the on site reception class teacher, a pilot and a beekeeper, to help them increase their understanding of the wider world. Children confidently use information and communication technology resources, including remote control cars and a programmable toy washing machine, to enhance their play. Children confidently design and build with a variety of construction materials. They love using role-play to initiate and extend their imaginative ideas. Children sing a growing repertoire of songs from memory and enjoy exploring a range of media and materials. However, some whole group craft activities are adult directed, with limited chances for children to introduce their own creative ideas.

Helping children make a positive contribution

The provision is good.

Children are fully included within the setting. They are acknowledged and valued as individuals. Children attending with special educational needs or who speak English as an additional language, receive good support to promote their development and learning. Children access a variety of resources, including dolls, books, posters and small world figures, to help them increase their awareness of diversity.

Children behave well. They benefit from the staff's good role modelling and their effective use of praise and encouragement to support children's positive behaviour. Staff skilfully handle any minor disagreements. Children are learning to relate to each other, whilst developing their understanding of right and wrong.

Children's spiritual, moral, social and cultural development is fostered. Children demonstrate independence, confidence and good self-assurance. They regularly share news about their home lives. For example, children eagerly talk about what they have done at the weekend, 'We made a snowman called George' and 'I didn't go for a swim, it was too cold'. They start to learn more about other cultures through practical activities, such as dressing up in saris, trying samosas and dancing to drum beats.

The partnership with parents is good. There is a very good rapport between parents and staff. Parents are made to feel very welcome in the setting. This positive attitude helps to support children's sense of belonging and promotes a consistent approach to children's care. Parents are provided with comprehensive information about the setting and early years curriculum. They are kept up to date through regular newsletters and a well-displayed notice board. Parents are invited to become actively involved in their child's learning, for example by sharing their skills, accompanying group outings or by helping their child bring in articles from home, linked to the letter of the week. There is a yearly planned opportunity for parents to review children's progress with staff, in addition to daily, informal chances to discuss children's achievements. However, parents are not encouraged to share with staff what they

know about their child's educational progress, to aid staff's academic assessments.

Organisation

The organisation is good.

Children's wellbeing and education is supported by well qualified staff who are very experienced in caring for young children. There is an effective operational plan in place which helps to ensure sessions run smoothly and children benefit from stable routines. There are thorough systems for recording the attendance of children, staff and visitors, which has a positive impact on promoting children's safety. All required documentation is carefully maintained and securely stored.

The leadership and management is good. The group's delivery of the early years curriculum is enhanced by the training and experience of the manager, combined with the commitment and skill of the well motivated staffing team. There are regular opportunities for staff to meet together to plan the educational provision and discuss any childcare issues. There is a good partnership with the on site primary school, fostered through activities such as visits to the school and welcoming the head teacher to read stories to the children. This helps to support children in their transition into the reception class. The staff and committee work very effectively as a team. There are shared aims for the group and a determination to further improve the quality of care and education offered to the children. Strategies are already in place, such as targeted training courses and welcoming Wiltshire early years advisors to the group, to support identified areas for development.

Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

As a result of the last combined inspection, the group was given recommendations to help develop the quality of care and education offered to the children. The care report requested the group ensure hand-drying arrangements prevent the spread of infection and there is a procedure if an allegation of abuse is made against a staff member. The education report requested the setting consider enhancing children's free expression through art and craft activities, by ensuring they have opportunities to select and use resources and materials of their choice to represent their own ideas. The group was also asked to develop the partnership with parents, to encourage them to contribute to assessments of their children's progress.

Good hand-drying arrangements are now in place and there is a procedure if an allegation of abuse is made against staff. Parents have an annual planned opportunity to review and discuss children's academic progress. All of these improvements have had a positive impact on the quality of care and education offered to the children. However, parents are not actively encouraged to contribute to assessment and some wall displays tend to be adult directed, with limited chances for children to initiate or develop their own ideas.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- increase opportunities for children to experience fresh air and outdoor exercise on a regular basis

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the partnership with parents, to ensure parents are encouraged to share with staff what they know about their child, to aid initial and ongoing educational assessment
- increase opportunities for children to initiate and develop their own creative ideas during planned whole group craft activities.

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