



## Jellitots Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	EY320791
<b>Inspection date</b>	04 July 2006
<b>Inspector</b>	Joanne Graham
<b>Setting Address</b>	The Old Pavillion, Marlow Sports Club, Pound Lane, Marlow, Buckinghamshire, SL7 2AE
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<b>Registered person</b>	Julia Stephens and Beverly Shervell
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Jellitots Playgroup opened in February 2006. It operates from the Old Pavilion in Marlow Sports Club, Bucks. It uses the pavilion room with toilet and kitchen facilities. A maximum of 24 children may attend the setting at any one time. The playgroup is open every weekday from 09:15 to 12:15 term time only. There is an outside play area for the children to use.

There are currently 27 children on roll. Of these, 13 children receive nursery

education funding. The playgroup serves children mainly from the local community. The setting has provision to support children with special needs and English as an additional language, although none currently attend. The setting employs five staff, of whom two hold a level three qualification and one is working towards a level two childcare qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children benefit from varied and healthy snacks, which meet special dietary needs and ensure children remain healthy. All staff are aware of children's requirements when preparing and serving snacks and keep this information up to date. Children enjoy the social occasions of sitting with their friends and particularly enjoy being snack monitor, handing out the fruit and drinks. Although staff wipe tables before serving snacks, the tables are also used for creative activities and food is placed directly on the surfaces. Children wash their hands before snacks and after using the toilet and have a growing awareness of why this is important. However, children do not always wash their hands after participating in messy activities, yet still access the other toys and equipment. Children wear their sunhats when playing in the garden and staff ensure they have sun cream applied. They access drinks when they are thirsty and staff make sure they drink additional fluids in the warmer weather.

Children enjoy physical activity inside and out in the garden, and learn about the importance of healthy living as they participate in free play and organised activities. They access large equipment inside and outdoors to develop their climbing and balancing skills, match actions to rhymes such as 'row, row, row your boat', and increase their fine motor skills by using glue spreaders, scissors and pencils. Some staff hold a current first aid certificate. This means they can give appropriate care if there is an accident, which they record accurately. There are facilities to record medication administered on the premises and parents give signed consent prior to staff administering. Staff demonstrate a good understanding of caring for children under three and support the children's development so they gain strength and co-ordination.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children play in an environment that has sufficient space for them to play and move around safely and comfortably. Although the book area is cramped during group times, staff lay out the room in a warm and welcoming way, inviting the children to play when they arrive. Children access and use a wide range of good quality toys and resources that are appropriate to their age and stage of development. Children benefit from a satisfactory range of safety measures. Staff assess most potential hazards and reduce risks adequately. There is a stair gate preventing access to kitchen, door jammers in the bathroom to prevent fingers being trapped and staff

supervise the children well. Although there is a wind charm on door to notify staff if the main door is open, entry to the premises is not very secure. This does not adequately safeguard the children from uninvited persons. The group practice the emergency evacuation procedure regularly for all children and staff. This helps to support children's wellbeing.

Staff are aware of child protection policies and understand the procedures to follow if they have any concerns and have an adequate understanding of the signs and symptoms of abuse. This supports children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at the pre-school and confidently settle to their chosen tasks. They arrive happy and eager to participate and some demonstrate developing concentration skills. For example, sticking yellow items on their collage sunshine. Children gain confidence and self-esteem as staff provide a friendly and comfortable environment, are supportive and offer individual attention. Children have a positive attitude to learning and participate enthusiastically to planned activities. They are beginning to achieve as staff have an adequate understanding of early years guidance, such as Birth to three matters framework and the Foundation Stage, and recognise most children's individual learning levels.

Children are beginning to form good relationships with their peers and staff and participate enthusiastically in group activities. They respond to adults who are interested in what they do and say; they confidently go to staff for support, comfort and to share their views and ideas. For example, sharing stories together. Children access a wide range of interesting activities, toys and equipment, which stimulates their interests and increases their learning.

### **Nursery education**

The quality of teaching and learning is satisfactory. Children show confidence and are motivated to learn. They are developing independence skills and engage for extended periods with their self-chosen activities. They enthusiastically participate in the planned creative activities and staff ensure there are sufficient resources available for all children to complete. Although staff offer good support and encouragement to help most children achieve, there is insufficient extension offered to older and more able children and support for younger and less able children, to help them learn at their own pace. Children are beginning to use simple mathematics in every day situations. For example, one member of staff asks a child to count the chairs for snacks. He confidently counts to eight and then remembers there are fifteen children and will need more chairs. Staff ask questions to help make children think, helping to extend their learning. Children are confident to share their news and enjoy this opportunity at circle time. However, children do not listen very well and often lose interest during registration and circle times.

Children enjoy using malleable materials like dough and sand, and staff value their creative efforts. Most children are able to use small tools and equipment with

confidence and with increasing control. They access glue spreaders, pencils, rolling pins and cutters, construction toys and scissors regularly. Staff offer appropriate support to ensure all children have opportunities to develop skills to use these types of equipment. Staff complete children's achievement records regularly and use written evaluations to inform future planning.

### **Helping children make a positive contribution**

The provision is good.

Children are comfortable and happy in the setting. They talk happily about their home life and things that are important to them. Constant praise and encouragement helps children develop a positive self-image. Staff value and respect children individual needs, and treat them all with equal concern. Children become aware of the wider society and foster an understanding through celebrating festival such as the Chinese New Year, Diwali, Easter, Christmas and Valentine's Day. They benefit from activities and resources that help them value diversity, such as books, dolls, pencils and skin tone crayons, but these resources are limited. Children's behaviour is satisfactory and good at times. They are beginning to share, take turns, and are familiar with the rules within the setting. For example, they line up without pushing one another when waiting to wash their hands and to go into the garden. This fosters children's spiritual, moral, social and cultural development. However, their behaviour deteriorates during routine changes and circle and registration times. There are systems in place to support children who have special needs, although no children currently attend.

A good partnership with parents contributes to children's wellbeing while at the pre-school. Relationships with parents are friendly and supportive. Parents feel welcome and staff encourage them to become involved with their child's learning and development. Staff ensure parents know about topics and how their children are progressing, through daily verbal exchanges, message board, parents' notice board and termly newsletters.

### **Organisation**

The organisation is satisfactory.

Children are well protected and cared for by staff who have an adequate knowledge and understanding of child development. They receive sufficient care and attention from staff, contributing to them feeling settled and secure. Staff ensure children are supervised at all times, that ratios are maintained throughout the sessions and children are never left unsupervised with persons not vetted. They work well as a team and set up the rooms, which are inviting to the children, on a daily basis. This contributes to the children's wellbeing and enjoyment. The person in charge holds a suitable level three qualification and most staff hold a suitable childcare qualification or are working towards a qualification. Leadership and management are satisfactory. Management supports staff training and staff are committed to attending further childcare training and development courses. This helps them to reflect, monitor and improve the quality of the care and education they offer to all children. They are

committed to continually improve the setting and keenly address weakness, although not all weaknesses are sufficiently recognised.

Organisation of the routine and setting supports children in most situations. However, the book area is too small for children to comfortably feel part of the group during circle and registration time, children's behaviour deteriorates during tidy up time as staff are absorbed in clearing up duties and staff do not change outside play time during very hot weather, resulting in children accessing the outside area during the warmest part of the day. All legally required documentation, which contributes to children's health, safety and wellbeing is in place and is regularly reviewed.

The provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

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.

## **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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **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):

- improve and develop current hygiene procedures, particularly with regard to snack time and hand washing after messy activities
- make sure access to premises is monitored effectively and review current procedures to prevent unwanted persons accessing the setting

- improve resources available that depict positive images of gender, race, culture and disability
- review and improve routine changes taking into account weather temperatures and tidy up time and improve room lay out to make sure all children remain interested in circle and register time.

### **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):

- make sure older and more able children are challenged sufficiently and younger and less able children receive sufficient support to move their learning forward at their own pace
- increase children's listening skills, in particular at registration and circle time
- continue to highlight and address weakness to develop the provision for the children and increase their learning.

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