

Jimmy D's

Inspection report for early years provision

Unique Reference Number	253769
Inspection date	01 February 2007
Inspector	Ros Church
Setting Address	Deeping St James CP School, Hereward Way, Deeping St. James, Peterborough, Cambridgeshire, PE6 8PZ
Telephone number	01778 342314
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Registered person	Jimmy D's
Type of inspection	Integrated
Type of care	Out of School 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 inadequate – notice of action to improve. The registered person does not meet 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?

Jimmy D's playgroup and out of school club is a committee run provision which operates from Deeping St. James Primary School. The playgroup runs from a mobile classroom within the school grounds. The premises consist of a main playroom, toilets and an enclosed outdoor play area. The out of school club has its own room within the school and also have use of the infant hall, toilets, playground and playing field. Children from Deeping St. James and surrounding areas attend the provision.

The playgroup operates each weekday during school term time from 09:15 until 11:45, and Tuesday and Wednesday afternoon from 13:00 to 15:30. There are currently 35 children from 2½ to 4½ years on roll. Of these, 22 children receive funding for nursery education. The out of school club operates each weekday during school term time from 08:00 until 09:00 and from 15:15 until 18:00, and during school holidays it operates from 08:00 until 18:00. There are currently 73 children from 4½ years to 11 years on roll at the out of school club. Both groups support children with special educational needs and children who speak English as an additional language.

The playgroup is a member of the Pre-School Learning Alliance. The out of school club is a member of Children's Links and has completed their quality assurance scheme. The provision receives support from the Lincolnshire Early Years and Childcare Partnership.

The playgroup employs seven members of staff. Of these, six have early years qualifications. The out of school club employs seven members of staff. Of these, five hold relevant qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted as they are cared for in a clean and well-maintained environment. Staff have a sound awareness of good practice in relation to preventing cross-infection, for example, they clean tables prior to snacks being served. Children understand simple good health and hygiene practices, they know to wash hands after using the toilet and before snacks. Toilet facilities are easily accessible, this helps children to learn to be independent. Children are well protected if they have an accident or become poorly as most staff have a current first aid certificate. Clear sickness procedures are in place these are shared with the parents.

Children learn about eating healthily through the provision of nutritious and healthy snacks which are offered. Staff ensure children's individual dietary requirements are met through working well with the parents. A drink of milk, water or juice is offered at snack times. The children from the out of school club are able to access additional drinks of water from a water fountain as they require. However, children within the playgroup have to ask if they require a drink at times other than snack times. This means that children's independence is not encouraged within this area and that they could become thirsty.

Children benefit from daily physical exercise and fresh air. The out of school club have use of the playground and playing field where they participate in a good variety of ball games and running activities. The playgroup have use of their own enclosed area where children use a good range of wheeled toys which include tricycles, cars and scooters. Children learn to have an awareness of the space needed for themselves and others as they run and steer the wheeled toys within the playground. A range of bean bags, balls and hoops are available for children to use. However, there are currently fewer opportunities for children to use equipment to develop their climbing and balancing skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming, safe indoor and outdoor environment. The building is kept secure, access to areas used are closely monitored, ensuring only known adults are allowed entry and that children are safe at arrival and collection times. Only persons authorized to collect children are able to do so. There are well-implemented policies and procedures. Daily checks and risk assessments are carried out and action is taken to ensure children remain safe. Staff ensure that children are supervised at all times. Fire evacuation procedures are in place and these are practised regularly to ensure that both staff and children are aware of what to do in the event of a fire. A generally good range of safe and well maintained equipment and toys which meet the developing and learning needs of children are set out attractively on child-sized tables and floor areas. Additional equipment is available for children to choose, this

is stored within easily accessible cupboards or drawers which encourage children's independence. Children learn to keep themselves safe through clear explanations from staff about how to use equipment safely, such as scissors. Staff have a satisfactory understanding of the child protection procedures and know what to do in the event of concerns. However, existing injuries which children arrive with are not always recorded to ensure children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled. They enjoy their time at the playgroup and out of school club. Children experience and enjoy a variety of activities generally suitable to their stage of development. They make choices from the range of activities which have been set out for children prior to them arriving, and are able to select additional resources and activities, this promotes their confidence and independence. Children attending the out of school club contribute to the planning of activities and themes by expressing their interests. Within the playgroup staff are becoming familiar with relevant guidance such as 'Birth to three matters' and are developing their practice with younger children. Children make positive relationships with staff and one another, the staff are interested in what children do and say, they encourage them to talk and take part in the activities. They also promote the sharing of resources with the younger children. This helps children build up good relationships with their peers.

Nursery Education.

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals because staff have a satisfactory understanding of the Foundation Stage curriculum and know how children learn and progress. Long, medium and short-term planning is carried out by the staff. This enables children to experience a broad range of activities which provides generally balanced coverage across the six areas of learning. Assessments and observations are carried out, these clearly link to the stepping stones of children's learning. However, short-term and focussed activity planning does not clearly link with assessments to ensure that activities and experiences are well-matched to individual learning needs and offer sufficient challenge to all children. Children generally show satisfactory levels of concentration and involvement in activities. They interact co-operatively within groups and are developing the ability to share and take turns. A variety of resources have been organised around the room in labelled containers to enable children to access these independently, although materials for children to design and be creative for themselves are not easily accessible.

Children are confident within the group and show positive attitudes towards learning. They enter the group confidently and make choices from the range of activities. Children make good relationships with one another, with many older children making special friends within the group with whom they enjoy sharing activities. Children's language is developing well and many are confident communicators, they initiate conversations with adults and their peers where they talk about their interests and experiences. Children enjoy listening to stories both one-to-one with an adult and in large groups. However, the large group story times does not always effectively meet the needs of all children. During the current theme children learn about their favourite stories, such as 'The Very Hungry Caterpillar' and 'Handa's Surprise'. For example, they participate in a range of activities which are linked to the story. Children learn about the range of different fruits which Handa carries in her basket, such as pineapple and mango, they learn about where the fruits are grown, what they feel and taste like.

Children have planned opportunities to use the computer, they learn how to follow programmes and to use tools such as the mouse. They also have use of other information communication technology equipment such as tape recorders and calculators. Children enjoy taking part in simple pretend play such as role play within the home corner, or acting out their visits to shops such as the post office. Whilst using the role play equipment children are able to freely access writing materials to encourage them to write for different purposes, such as shopping lists. Children learn to recognise their own names, such as on coat pegs and at registration time. More able children begin to write their own names on their work. Opportunities are in place for children to recognise familiar words such as resources and equipment which are stored around the room, these are labelled well and children are encouraged to access these. Children are developing an interest in numbers, with staff encouraging their learning through some activities. Most children are able to count well beyond 10 by rote, and many recognise some numbers up to five, particularly those which are more familiar to them such as their age.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the setting, they are valued and respected as individuals. Children have positive and enjoyable experiences within both the playgroup and out of school club. Children learn to feel good about themselves as they are encouraged by staff to make choices about their play and have their art work displayed around the setting. Staff work well with the parents to ensure that children's individual needs are met. For example, staff communicate daily with the parents, relevant information is discussed and recorded. Parents are given a booklet about the setting, and policies are shared with them. This ensures parents are aware of how the setting is run. Children are encouraged to respect and value one another. They learn about their own and other cultures through a good range of activities and resources which positively reflect diversity in society. Resources include books, jigsaws, dressing-up, dolls and puppets. Children with special educational needs are supported well by staff who liaise closely with the parents and gain additional support from other agencies.

Children's spiritual, moral, social and cultural development is fostered. Children behave well within the setting and learn to work harmoniously together, staff support children well as they learn to share with others and take turns in their play. Staff manage behaviour positively through praise and encouragement, they also give stickers for good behaviour. Staff take account of children's understanding and maturity. Children learn to take care of their environment and the equipment, such as they learn how to use books and take care of them, and are encouraged to tidy away at the end of the session.

The partnership with parents and carers of children who receive nursery education is good. Parents speak favourably of the welcoming environment which helps them to feel confident in the care offered to their children. Parents receive good information on the Foundation Stage curriculum; regular newsletters keep them informed of forthcoming themes and activities. They are kept well informed about their child's learning and well-being through daily discussion, opportunities to discuss and view their child's developmental assessment record as they require and through an annual report on children's progress which links to the six areas of learning.

Organisation

The organisation is inadequate.

Children are cared for in an organised environment. Practitioners know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. However, the management committee are not fully aware of their roles and responsibilities to protect children and have not carried out appropriate checks for the committee and kept Ofsted informed of all changes.

The recruitment and vetting procedures ensure children are protected and cared for by staff with a sound knowledge and understanding of child development. Most staff within the playgroup have a level three qualification in early years and also within the out of school club most staff have an appropriate qualification. However, the deputy of the out of school club is not currently sufficiently qualified to take over in the absence of the manager, although plans are in place to rectify this to ensure children's welfare is not compromised. An induction system is in place for all new staff to ensure they are aware of the settings policies and procedures. Records for the safe and efficient management of the setting are in place and kept confidential.

The leadership and management of the nursery education is satisfactory. The staff team work well together and are good role models for children. Yearly appraisals are in place and staff are committed to improving the care and education for children and attend a variety of training to update their knowledge and understanding. Some systems are in place to evaluate children's learning, however, practitioners do not effectively monitor and evaluate the nursery education to assess the strengths and weaknesses of the provision. Overall the provision does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last Children Act inspection in 2004, four recommendations were agreed. At least half of all staff within the out of school club now hold a level two qualification or above in child care. Written permission is obtained from parents before administering medication to children and medication which is administered is recorded in the record book and parents countersign the entry. The child protection policy has been updated and staff have a satisfactory understanding of the procedures. Procedures to be followed in the event of a child being uncollected and a written statement regarding bullying are now in place. The addressing of these recommendations promotes children's safety and welfare.

At the last Nursery Education inspection in 2004, two key issues were agreed. Children now have more opportunities to practise writing for different purposes when engaging in role play activities. Story time now takes part at a different time during the session, this means it is less disruptive and more effective for the children. Plans are in place to have an additional area outdoors for physical activities, this will enable staff to extend opportunities for older and more able children to develop their climbing skills.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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

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The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- ensure adults providing day care, looking after children or having unsupervised access to them are suitable to do so, with reference to the management committee
- ensure Ofsted is informed of significant changes or events.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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 planning to link with assessments of children's learning, so that activities and experiences are well-matched to individual learning needs, and offer sufficient challenge for the more able children
- develop the range of resources which enable children to be creative and design for themselves, make these easily accessible to encourage children's independence; and improve the organisation of story time to ensure this meets the needs of all children
- develop a system for monitoring and evaluating the nursery education.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk