



Jack and Jill Playgroup

Inspection report for early years provision

Unique Reference Number	221882
Inspection date	22 March 2007
Inspector	Margaret Elizabeth Roberts
Setting Address	The Playgroup Room, Friday Bridge Primary School, Wisbech, Cambridgeshire, PE14 0HW
Telephone number	07952 534448
E-mail	
Registered person	Jack & Jill 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?

Jack and Jill Playgroup opened in 1978. It operates from one room in the local primary school situated in Friday Bridge, Cambridgeshire. A maximum of 20 children may attend the playgroup at any one time. The playgroup is open each weekday from 09.15 until 11.45 for 39 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 21 children from two to under five years on roll. Of these 11 children receive funding for nursery education. Children come from the local catchment area. The playgroup currently supports a number of children with learning difficulties. The playgroup employs three staff. Of these, one holds an appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted because steps have been taken to prevent the spread of infection. All areas that children have access to are clean and separate paper towels are used for the drying of hands. Children learn the importance of personal hygiene through the daily routines such as washing their hands before eating. Children's medical needs can be met because staff are trained in first aid and all relevant documentation is in place to ensure that children can be given the appropriate treatment should they fall ill or have an accident whilst attending the setting.

Children enjoy a social time at snack time where they all sit together at one large table to eat. They are able to pour out their own drinks, which helps to promote their independence, but they do not butter the crackers that are offered. Although children are offered fresh drinking water at snack time this is not available at all times and therefore children may go thirsty.

Children's large physical skills are promoted well through a range of outdoor equipment which can also be used inside. They move confidently when playing outside running and kicking balls with accuracy. They particularly enjoy using the balancing beams which they use competently, climbing through the hoops which are positioned along the beam. They are beginning to use a range of small tools such as scissors with increasing control. Activities such as threading and shape sorters, for the less able children, help to develop their eye-hand coordination skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enter premises that are warm, welcoming and suitable for their purpose, offering access to the necessary facilities and resources which promote their development. Children are given a sense of belonging within the playroom where their work is displayed attractively and they are able to find their own coat pegs to hang up their belongings. Their independence is further encouraged because they are able to access the bathroom area which is situated off the play room. Large floor cushions allows children to rest and relax should they wish to do so. Children's varying needs are promoted through the provision of a range of safe and well-maintained furniture, equipment and toys which help to create an accessible and stimulating environment.

Children play safely as positive steps are taken by staff to ensure that hazards to children on the premises are minimised. Daily risk assessments are taken and the very good supervision of children, allowed by the high staffing ratio, ensures their safety at all times. Children are protected in the event of a fire because the setting has clearly defined procedures in place for the emergency evacuation of the building. They learn about personal safety because they take part in regular fire drills, usually in accordance with the school practices, which are then recorded in the playgroup's register.

Children can be protected if abuse or neglect is suspected because the setting has effective procedures in place. Staff have undertaken training in safeguarding children and have a good awareness of the procedures to be followed should concerns arise.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting where they arrive happily, parting from their parents and carers with ease. They are very familiar with the routine of the session, collecting their names and placing them on the 'roadway' chart. They make decisions about their play and learning as they choose freely from the activities presented, which provide opportunities to develop children's emotional, physical, social and intellectual capabilities. Children are supported exceptionally well by kind and caring staff, who understand the needs of all the children attending. Staff sit at children's level listening and talking to them valuing their contribution through appropriate praise. Children are helped to learn about what is right and wrong because staff encourage children to be kind to one another and make them aware of the effect of what they do and say has on others.

Nursery Education

The quality of teaching and learning is good. Children are making progress towards the early learning goals because teaching provides realistic challenge, for all groups of children, taking into account what children already know and understand when they first come into the setting. All staff have recently begun to share planning which covers all six areas of learning and includes a range of activities to help children progress. However, staff do not always maximise the use of number in everyday situations, such as counting the children in a line or offer mark making materials as a continuous provision. Assessments of children's progress is thorough and show that staff have a good knowledge of the Foundation Stage. They give a clear picture of how children progress and the information gained is used to move children onto the next steps of learning.

Children are confident and independent in most areas. They play well together sharing and taking turns, sustaining interest at self chosen activities. Older, more able children are beginning to take responsibility for themselves by going to the toilet unaided and putting on their coats for outside play. Children can recognise written letters, often sounding out the letters in their name. Some children are able to form the first letter of their name, however, due to activities that are adult led children do not always practise their mark making skills sufficiently. They listen attentively at story time and have a good recall, telling staff the names of the animals at the end of the story.

Children are able to count to five and beyond and know that one and one make two. They are able to use the mouse competently when using the computer and are able to complete a simple programme. Through planned topics, such as Chinese New Year they learn about our diverse culture. Children are able to express themselves freely when making collage's and experiment with colours, mixing two to make a different colour. They enjoy role play in the play house, pretending to be doctor's and patients, giving 'medicine' and listening to heartbeats. They join in with musical movement, moving their bodies and joining in with the singing.

Helping children make a positive contribution

The provision is good.

Children are valued and learn about equality through their play. They are treated with equal concern and have access to a full range of activities, without any obvious stereotyping. Children with special needs can be cared for well, because staff are skilled and work closely with parents and outside agencies to ensure the needs of all children can be met. Children with special needs are particularly well integrated into the setting because staff plan and adapt activities, to ensure that all children are included and can take part.

Children behave well most of the time because staff adopt a consistent and positive approach to the management of their behaviour. They are able to manage a wide range of children's behaviour in a way which promotes their welfare and development. Children are aware of the setting's routines and procedures and know what is expected of them. They follow the staff's good example which is calm and reassuring, helping children to understand that they may have strong emotions at times and helping them to deal appropriately with them. Good behaviour is encouraged through praise and a reward system of earning stickers for helping and behaving well. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents are provided with a very informative brochure which includes the educational programme. Children's profiles, that are completed by their parents, ensures that their wishes are taken into account and that staff are able to build on what children already know and understand. Parents are encouraged to take an active part in their child's care and learning by becoming a member of the committee. Parents comment on how happy they are with the care that their children receive at the setting and the fact that they are able to access their children's individual folders at anytime to see how they are progressing. Children's care and learning is enhanced because of the supportive partnership that is built between parents and staff.

Organisation

The organisation is good.

Children's welfare and learning is promoted because the organisation of the setting is effective and staff have appropriate skills and experience. There are sound induction procedures in place and staff are appropriately vetted, ensuring that all persons looking after children are suitable to do so. All relevant documentation is in place and the playgroup has a working set of policies and procedures, which underpins the successful management of the setting and has a positive impact on the care the children receive.

The leadership and management of the setting is good. Staff work well together as a team, who know their roles and responsibilities. Staff are committed to improving the care and education for all children through further training, promoting an inclusive environment, in which every child matters regardless of their age or stage of development. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the setting was asked to develop policies and procedures to include procedures for lost children, accurate records for registration and effective deployment of staff; develop staff's awareness and understanding of effective ways to manage children's behaviour; include a statement in the child protection policy to cover for allegations made against staff and plan a range of activities and play opportunities for overall development and to promote equality of opportunity for more able children.

At the last nursery education inspection the setting was asked to continue to develop the planning, using the evaluation of plans and the assessment of children's progress towards the early learning goals to inform future planning; plan activities to help children to learn about books and music; plan a range of activities to help children develop their understanding of number and to enable them to solve simple problems through everyday situations and provide opportunities for children to explore investigate and find out how things work. The setting was also asked to provide activities that encourage children to build and construct.

The setting has made good improvements. Children's welfare and safety has been enhanced because the setting has developed policies and procedures to include a statement in the child protection policy to cover for allegations made against staff. Children's welfare and development is promoted because staff are able to manage a wide range of children's behaviour. Children's care, learning and play are supported well because staff plan a range of activities and play opportunities for their overall development which promote equality of opportunity.

Children's progress in nursery education has improved because the assessment of children's progress towards the early learning goals is used to inform future planning and now covers all six areas of learning. This ensures that children learn about books and music, number and have opportunities to explore, investigate and construct.

Complaints since the last inspection

Since 1 April 2004 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

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 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):

- ensure that fresh drinking water is available to children at all times.

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):

- provide resources to encourage children to practise their mark making skills and maximise the use of number in everyday situations
- continue to include all staff in the planning of activities to further improve the quality of teaching.

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