



## **Jumping Beans, Garratt Park Playgroup**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY284330
<b>Inspection date</b>	09 January 2006
<b>Inspector</b>	Tracy Maria Clarke

<b>Setting Address</b>	Garrat Park One O'Clock Club, Garratt Park, 1 Siward Road, London, SW17 0LA
<b>Telephone number</b>	0208 9477318
<b>E-mail</b>	
<b>Registered person</b>	Jumping Beans, Garratt Park Playgroup
<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 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?

Jumping Beans Garratt Park Playgroup were registered in 2004 and are run by a management committee.

The playgroup is situated within the grounds of Garratt Park near good transport links and shopping areas of Tooting Broadway and Earlsfield.

The playgroup takes place within purpose built premises which are also used by the

one o'clock centre in the afternoons. There is a playroom, soft play/sensory room, toilets, kitchen, and staff facilities. A large outside play area is also provided.

The playgroup operate from 09.30 to 12.00, Monday to Friday, term times only. There are currently 18 children in attendance aged from 2 to 3 years of age, of whom 5 are currently in receipt of nursery funding. There are no children who have special needs although the group currently supports children who speak English as an additional language.

There are three members of staff employed to work at the playgroup, of whom one holds a relevant childcare qualification. A second member of staff has almost completed a National Vocational Qualification (NVQ3) in childcare and education, and a third member of staff is due to start training for a recognised early years qualification shortly.

The playgroup receive support and training from the local authority and are members of the Wandsworth Primary Play Association (WPPA).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is well maintained as staff keep effective records. They work closely with parents to ensure they know children's individual needs and are familiar with children's allergies, medical conditions and dietary needs. Two members of staff hold first aid certificates and, as a result, they are able to ensure that children receive appropriate medical care when necessary.

Children have a positive awareness of good hygiene, which is gained through familiar routines and practices, such as washing their hands after messy play and before eating. Recently the children took part in an activity which involved them taking a puppet home for the night, with an overnight bag which contained a toothbrush, soap, flannel and towel. The children then learnt the importance of good hygiene practices as they cared for the puppet at home. Staff maintain children's health and reduce the risk of cross infection by maintaining a clean, warm and welcoming play environment, and observing good food hygiene practices. For example, the staff member preparing food wears disposable gloves and keeps kitchen surfaces clean.

Children enjoy a healthy range of foods during snack time, such as dried fruit, raw vegetables, fresh fruit, crackers and cheese. They play outside in the garden every day developing a positive approach to daily exercise and enjoying the fresh air. Children's fine gross motor skills are encouraged as they use tools to cut, roll and mould the play dough, build using construction resources, and mark make in the writing area. However, older children are not always able to freely access more advanced tools throughout the session, which would enable them to gain increasing control. The outside area provides a safe and stimulating environment for children, and they enjoy acquiring new skills when playing out there. For example, two children persevere for long periods as they attempt to roll and spin the large hoops. Children

enjoy manoeuvring cars and buggies around the space, run and chase one another, and kick and throw balls. Although children have regular opportunities to crawl through tunnels and access a small slide, they do not have regular access to large climbing apparatus.

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

The provision is good.

Children are cared for in a very safe environment. The staff team work very well together to ensure that hazards are identified and made inaccessible to children. For example, when children undertake an impromptu action song, the staff quickly clear away the mats and the tables so children have a large and safe space to move around in. All staff have undertaken training in health and safety, and the premises are maintained to a high standard, with regular risk assessments undertaken to ensure safety. On a daily basis staff position themselves well at the door to ensure children cannot leave the premises alone and that they are collected by a known adult.

Children have access to a wide range of safe well-made toys which are age-appropriate. Staff store toys in safe containers and organise the room effectively so that children can make independent choices in their play. Children are kept safe during occasional trips to the local playground as parental help ensures that children receive the support they need and can be effectively supervised. Children are encouraged to use equipment safely. For example, when a child rides a bike down the slope very quickly, a member of staff reminds him to slow down as there are other children in the way.

Children's wellbeing is safeguarded due to staff's knowledge of child protection. All staff have undergone child protection training, are aware of the signs of neglect and abuse, and know the necessary procedures to be followed if they have concerns about a child.

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

The provision is good.

Children play happily together selecting resources independently and linking up with other children to enjoy and share games and toys. For example, small groups of children play imaginatively in the home corner pretending to cook soup, whilst another group of children pretend to go shopping holding their shopping bags. They communicate well using language to share their thoughts, feelings and ideas. For example, two children talk about the animals on the mat describing how many legs they have and talking about the elephant's tusks. They are confident in their relationships with staff and are given good levels of support and praise, which encourages their sense of wellbeing and makes them feel secure. New children are cared for well because parents are encouraged to stay with their own children for the first few days, and help them to gradually develop enough confidence to stay on their own. Children enjoy singing a range of songs, joining in with action rhymes and

moving their bodies to express the words. They shake the musical instruments exploring the sound they make. Children enjoy being creative when they explore the feel of the sticky paint during a sponge painting activity, mould the play dough, and use construction resources to represent everyday objects.

The manager has undertaken training in the 'Birth to Three Matters' framework and, as a result, the staff team are aware of the experiences and activities that younger children need. They have adapted everyday planned activities to ensure that younger children have a lot of opportunities to explore and communicate through their senses. For example, staff put lentils and rice within the play dough so that children could enjoy experiencing the different textures. There are also a lot of opportunities for children to communicate through pretend play, singing, shared stories and music and movement, and to represent their feelings and ideas in a variety of ways.

### Nursery Education

The quality of teaching and learning is good. Children enter the playgroup happily: they separate well from their main carer, are keen to play with the resources provided and eager to learn. They are very independent initiating their own play, making choices, and demonstrating good self care skills, such as putting on their own aprons before messy play, and taking off their own coats after outside play. Children use language well to express themselves and to link up with others to play. They enjoy accessing books and respond well at story time: they talk about the pictures they see and guess what will happen next. Children are developing good concentration skills, with some older children displaying a high level of involvement at chosen activities. They enjoy playing together, sharing ideas and discussing what they are doing. For example, two children spend time discussing what they are making with the play dough and showing their designs to one another. Children are well-behaved: they take turns with popular resources and help staff to tidy away the toys before snack time. Children enjoy mark making when they sit at the writing table, or use chalks in the outside play area. Although most children are able to find their name cards as they enter the playgroup, there are not enough opportunities for older children to recognise familiar words within every day play and to begin to say and hear the first sound of familiar words.

Children learn about the world around them on a daily basis as they talk about the squirrels and the birds in the outside play area, and when they grow cress and plant flower seeds. They describe the animals on the mat, and talk about why the polar bear lives in countries with snow. During a recent theme about the senses, children tasted and smelt fruit, listened out for animal sounds on a tape, and explored differing textures within craft activities. They are developing an awareness of diversity and equality through festival celebrations and through seeing positive images within every day play resources. However, there are not any current opportunities for them to undertake visits in the local community. Children match and sort by colour, shape and size, and complete jigsaw puzzles. Most children are able to count to ten as numbers are used in everyday songs and situations. However, there are less opportunities for children to undertake activities which encourage calculation and to extend their mathematical thinking. Children gain an awareness of measurement when they undertake cooking activities and when placing the play dough into the weighing scales to find out which piece is the heaviest.

Children's creative development is encouraged well, with children linking up with one another to undertake play based on their own first hand experiences. There are a lot of opportunities for children to work creatively on a small scale, experiment with different textures, and express themselves through action rhymes and singing. Children enjoy playing imaginatively with a wide range of small world resources dressing up clothes and the home corner. They undertake craft activities daily and enjoy playing with play dough. Water play is not available during the winter months, and children don't have enough opportunities to undertake junk modelling to extend their design-making skills.

Staff have a sound awareness of the foundation curriculum and plan activities which encourage children to make progress in all areas. Although staff are aware of the progress each child is making and they have recorded children's achievements, they do not always provide a differentiated curriculum and focused activities from which more able children would benefit. Staff do work well with parents to find out about children's skills, interests, needs and abilities. This information is used to help children develop confidence, acquire skills, and settle well into the playgroup. Staff plan activities based on themes which are meaningful to children, and have a flexible approach adjusting activities according to children's interests. Staff are perceptive to children's interests during self-initiated play, and use questions successfully to encourage children's thinking and language skills. They manage children's behaviour very well, organise a stimulating range of activities and have created a warm, welcoming and exciting play environment in which children feel secure and valued.

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

The provision is good.

Children are cared for in a welcoming and inclusive environment. Staff encourage children to develop self esteem and confidence due to effective settling-in procedures and a strong parent partnership. Children develop an awareness of others as they celebrate a range of festivals and play with resources which promote equality and diversity. For example, children make cards for Eid and enjoy listening to the story 'Handa's Surprise', where they talk about exotic fruits. The multi-lingual staff team are able to offer additional support to children who have English as an additional language. Although the group do not currently care for any children with special needs, the manager has undergone appropriate training and there is a policy in place.

Children are well-behaved, which responds to the expectations of the setting. For example, younger children are supported to share toys, whilst older children are encouraged to take turns with popular resources. Staff use positive language with children, which makes them feel valued and encourages them to behave well. For example, two children argue over a plastic snake. The staff talk to them about sharing, and then encourage the children to find another snake so they can play together. Children respond well to changes in routine, helping to tidy away the toys, and sit nicely on the mat whilst they wait for snack time. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. The playgroup is managed by a committee whose members are parents working closely with staff and one another to ensure the effective running of the playgroup. The committee encourages parents and children to become involved in regular fund-raising events. For example, the 'sponsor a wheel' event involved staff, parents and children working together to raise funds for toys and resources. Every day one of the parents stays at the playgroup as a volunteer, and parents are welcome to stay when they settle their child in. Children benefit from the effective parent partnership as this ensures that their needs are well known. Staff ask parents to provide information regarding their children's development, which is then used to plan a welcoming play environment for children. Newsletters, a parent notice board, and effective daily discussions ensure that parents are kept well-informed about the current happenings and the activities their children have enjoyed. Currently there is not a formal system to share children's progress with parents.

## **Organisation**

The organisation is good.

The nursery is well-organised, with toys, resources and play areas used well to promote a child-friendly and welcoming environment. The staff make effective use of the space provided, and ensure that children access outside play every day to develop a healthy approach towards daily exercise. Record keeping is maintained to a good standard and the small staff team work well together sharing information to ensure they are familiar with the policies and procedures and know how to apply them across the playgroup. The recruitment procedure ensures that staff undergo appropriate vetting to determine their suitability to work with children. In addition, parents who act as regular volunteers complete forms in relation to convictions and health issues, which enables staff to protect children from unsuitable persons. This, plus effective supervision of volunteers and students, all ensure children's ongoing safety.

The staff team work well together to establish and model good practice across the playgroup. This then ensures that volunteers are aware of how they should manage children's behaviour and are familiar with the routines and practices of the playgroup. Those staff who do not hold a relevant childcare qualification have been placed on training courses to gain an appropriate qualification. The three employed staff provide good consistency of care for children, whilst the additional help provided by parent volunteers ensures that children are given good support throughout the morning. The manager recently undertook training in relation to the Birth to Three Matters framework, and has successfully included this into the planning.

Leadership and management for nursery education is good. The manager has appointed staff who have a sound knowledge of the Foundation Stage to work with the children. The staff team meet together regularly to share ideas for activity planning and discuss children's individual needs. The management committee carry out an appraisal of the manager every term, whilst the manager undertakes regular daily observations of the staff team to evaluate their performance and the activities provided. Overall therefore, the needs of the range of the children for whom the playgroup provides a service are met.

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

This was the first inspection since registration.

### **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 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):

- consider developing more formal systems to share children's progress with parents

### **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 planning so that more able children experience greater challenges to develop mathematical thinking and calculation, use more advanced tools and begin to recognise, hear and say the initial sound in familiar words
- use observations of children's progress more effectively to plan the next stage for each child's individual learning, and link this to the planning so that older children are provided with a more challenging play environment

Any complaints about the inspection or the report should be made following the



procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)