

# Jimmy D's

Inspection report for early years provision

---

<b>Unique Reference Number</b>	253769
<b>Inspection date</b>	08 February 2008
<b>Inspector</b>	Lesley Barrett
<b>Setting Address</b>	Deeping St James CP School, Hereward Way, Deeping St. James, Peterborough, Cambridgeshire, PE6 8PZ
<b>Telephone number</b>	01778 545742
<b>E-mail</b>	
<b>Registered person</b>	Jimmy D's
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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](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?

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 40 children from 2 and a half to 4 and a half years on roll. Of these, 25 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 130 children from 4 and a half years to 11 years on roll at the out of school club. Both groups are able to 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. All of whom have or are working towards an early years qualification. The out of school club employs five members of staff all of whom have relevant qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is satisfactorily promoted by staff who follow effective procedures to maintain a healthy environment and encourage children to develop appropriate personal hygiene routines. For example, the premises are cleaned routinely and tables are sprayed with antibacterial fluid before children sit down to eat. Children are encouraged to wash their hand prior to snacks and after visiting the toilet. However, this process is not always sufficiently supported by staff to ensure that it minimises risks to children. For example, children within the play group do not have access to soap. Staff are trained in administering basic first aid and permission has been sought to obtain emergency medical treatment. Appropriate procedures are in place to record any accidents and parents are notified of when their child has sustained an injury.

Children's healthy eating is promoted as a range of healthy and nutritious snacks are provided which are changed daily to provide variety. They are provided with a choice of juice, milk or water. However, snack time for children attending the play group does not provide a rich social experience for children and opportunities for them to increase their independence skills. Information is gained on all children attending regarding their dietary requirements to ensure that staff are fully aware of their needs and offer appropriate foods.

Children enjoy a range of physical activities that help them to develop their confidence and skills when using large and small apparatus, tools and equipment. Children are developing their physical skills as they run, jump, balance and pedal using a range of equipment within the setting which are age-appropriate. Children attending the out of school club have the use of the playground and playing fields where they participate in a variety of games.

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

The provision is good.

Children are cared for within safe and secure premises which are warm and brightly decorated with children's art work, photographs and posters. This creates a welcoming environment for children and their parents. The room is organised effectively, it is child-friendly which enables children to explore and take risks whilst being appropriately supervised. Children use a comprehensive range of toys and equipment that are good quality and safe. They access resources independently which allows them to exercise independence in their daily routines.

Children's safety is promoted through staff's understanding of safety and robust risk assessments which are carried out on the premises and on outings. Doors are kept secure during the session. Staff supervise children's arrival and departure to ensure children are unable to leave unsupervised. Consideration has been given to the safety of children as they play, for example, the wall heater has safety guards fitted and hazardous substances are inaccessible to children.

Fire drills are regularly carried out helping staff and children become familiar with the routines to be followed in the event of an emergency. Children's understanding of keeping themselves safe promoted as staff calmly explain the reasons they are asking them not to do something. For example, running inside or tipping back on a chair. This helps them to realise the consequences of their actions.

Children's welfare is effectively safeguarded, as parents complete paperwork which would allow staff to act quickly if a child becomes ill if there is a medical emergency. Children are never released to an adult unless consent has been given by parents. An effective child protection policy is in place which ensures children's safety and well-being is the main concerns of the group. The supervisor has attended child protection training and staff are aware of the procedures to be followed should they have any concerns about a child in their care.

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

The provision is good.

Children enjoy attending and happily settle as they arrive at the setting. They are keen to participate in the activities and play opportunities provided. They show good bonds with staff who are consistent and warm in their approach and sensitive to the needs of those who are struggling to cope with their frustrations. Children are familiar with the routines, for example, they sit quietly on the carpet at group times, however staff are aware that some children have short attention spans and do not expect them to sit for sustained periods. Staff listen attentively and ensure each child is included, helping to develop their sense of belonging and feelings of security. Children's development is effectively promoted as staff skilfully support their play, interacting and extending their learning. For example, a child is effectively supported when completing a jigsaw, they are allowed to discover for themselves where the pieces fit and are praised for their efforts.

Children using the out of school club are warmly welcomed on their arrival. Staff demonstrate that they know the children well and provide them with a varied range of activities. These tend to be quieter activities during the morning such as colouring, games and reading to help prepare them for their day at school. After school activities provide children with greater opportunities to release energy after a day at school, they can make use of the playground and take part in physical games. Themes are planned for the holidays such as making different types of puppets to ensure that children's interests are maintained.

### **Nursery Education**

The quality of teaching and learning is good. Children benefit from the staff's clear knowledge and understanding of the Foundation Stage. They present a range of interesting activities to promote children's learning. Play is child-initiated and staff support their learning effectively. They recognise opportunities for extending children's learning and ask questions to provide challenge, enabling children to think and predict for themselves. For example, as part of a theme about the weather, children explore which clothes they should wear for different types of weather. Planning is in place, it is linked to the six areas of learning and identifies the stepping stones. Key activity planners provide greater detail about how an activity can be adapted to meet individual children's needs. However, greater clarity is required for the more able child particularly in relation to craft activities. Information is gained from parents upon the children starting at pre-school and is used to establish their starting point. Staff then make regular observations on the children to record their achievements which are used to inform them of

their progress along the stepping stones and the progress children are making towards the early learning goals.

Children relate well to each other and adults, confidently expressing their ideas. Their confidence and self-esteem is developing as staff listen attentively when they speak. Children are beginning to work well together as they persevere when working together and they are all aware of their own roles at tidy-up time. Children are gaining confidence in their own self-care as they independently use the toilet and attempt to put on their coats, although there are missed opportunities at snack time to increase their independence skills.

Children enjoy listening to stories. For example they excitedly predict the key phrases in the 'Bear Hunt' and recall the story. They enjoy exploring and recognising rhyming words as they take part in a 'silly soup' song. Children are provided with various opportunities to link that print has meaning, as they self-register when they arrive and find their name cards at snack time. Some opportunities are provided for children to use materials for mark-making although these are not provided in a range of activities such as outdoors and resources are not plentiful and varied to stimulate children's interest. Through spontaneous and planned activities, children are beginning to see connections in numbers, shape and size. For example, children confidently count how many children and adults are present. They compare shape and size through numerous activities and use words such as 'full' and 'empty' during water play. Their early calculation skills are developing as they join in with simple songs.

Children are beginning to make sense of the world around them by investigating and exploring through first hand experiences in an interesting environment. For example, during a theme about the weather, they make a rain gauge and measure how much water they have collected and make a wind sock using plastic cups and crepe paper. Children's understanding of information technology is being promoted as they use appropriate programmes on the computer and programmable toys. Children are able to be creative, generally expressing their own ideas and thoughts through craft, music and imaginative play. They enjoy using puppets to make up their own version of stories for example, the three little pigs. However, planned craft activities are not always presented in a way which is meaningful and provides children with opportunities to develop and extend their learning. Children are able to participate in music sessions freely and through organised activities, such as singing at circle time and they use instruments to create weather sounds.

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

The provision is good.

All children are welcomed into the group, included in all activities and valued as individuals. Their needs are effectively met as staff work closely with parents to ensure that they have relevant information enabling them to provide appropriate care for children. They learn to value and respect diversity through celebrating other festivals from around the world. They are encouraged to have positive attitudes and are developing an awareness of diversity through the play resources available and displays which promote positive images of the wider world. Systems are in place for children with learning difficulties and/or disabilities to ensure that their needs are met. Staff are aware of the need to seek additional support and handle such situations in a sensitive and professional manner.

Children's behaviour is good as they are provided with a varied range of stimulating activities. They are well behaved and learning to use good manners. Staff set consistent boundaries and use positive practices for behaviour management that are calming to children. For example,

distraction and gentle guidance. Clear explanations are given when asking a child not to do something helping them to understand the consequences of their actions. Staff use praise and encouragement effectively helping to promote children's self-esteem. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are encouraged to become involved with their child's learning at the setting. They have access to information on notice boards and in regular newsletters regarding the planning, current themes and activities happening within the setting. Parents are consulted before their child starts at the setting to find out what they can do at home and they have the opportunities to contribute written comments through their child's 'What step am I on?' book. Parents speak positively about the setting, they feel able to discuss their child's progress with their key worker on a regular basis. This positive partnership with parents and carers has a beneficial impact on children's development and feeling of well-being.

## **Organisation**

The organisation is satisfactory.

Overall children's needs are met. The effective organisation of the setting promotes positive outcomes for children. Adults working with children show care and concern for their welfare and give them a strong sense of well-being and security. Effective recruitment procedures ensure that children are cared for by staff who have relevant qualifications and experience. Existing staff show a commitment to continuing their training. This enables them to keep up to date with current knowledge, teaching methods and childcare practices to ensure that children's developing needs are effectively met. Each member of staff has a clear understanding of their role in the setting which has a positive impact on the care of the children.

The setting is suitably organised, the effective layout of the premises allows children to play in areas to maximise their play and learning opportunities. Play is child-initiated with adults providing support as necessary. However, the organisation of snack time does not always promote a rich social experience for children and allow them to develop their independence skills. Staff deployment throughout the session is effective to meet children's individual needs, which is further promoted by the high staff to child ratios. The setting has a range of appropriate policies and procedures to support the operation of the setting which is currently in the process of being reviewed by the committee. Staff are familiar with the range of required documentation that needs to be kept to support children's well-being. However within the play group the recording of children's and staff attendance does not reflect actual times of arrival and departure to ensure that an accurate record is maintained to support children and staff.

Leadership and management is good. The play leader is a good role model for staff, she has a clear vision about how to provide a quality service for children and parents. All staff are involved in the provision and contribute through regular staff meetings and involvement in planning of activities for children. Systems are in place to monitor and evaluate the effectiveness of the nursery education programme as support and training is sought from the local Early Years and Childcare Partnership. This results in a committed staff team who work extremely well together to ensure there are positive outcomes for children

## **Improvements since the last inspection**

Following the last inspection the setting received two actions and three recommendations. The actions related to ensuring that the committee had appropriate suitable person clearances and

that Ofsted was notified of significant changes or events. These have both been addressed and have a positive impact on the care of children. The three recommendations related to the nursery education provided. These were to develop the range of resources provided to enable children to be creative and improve the organisation of circle time. These have both been successfully addressed. The second recommendation related to planning and assessments of activities and experiences to ensure that they matched individual learning needs, and offer sufficient challenge for the more able children. Assessments of children now inform future planning and activities are adapted accordingly. Key activity planners generally show differentiation for individual children although this is not always sufficient for the more able children particularly in relation to craft activities. This has therefore been readdressed as a result of this inspection. The setting were also required to develop a system for monitoring and evaluating the nursery education. The play leader now evaluates the provision and has successful links with the local Early Years and Childcare Partnership to monitor the effectiveness of the setting.

### **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**

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):

- effectively support children during daily hand washing routines to ensure that soap is made available and appropriately used
- review the organisation of snack time to ensure that it promotes a rich social experience for children and promotes their independence skills
- ensure that all policies, procedures and documentation are of the required standard.

#### **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 staff's understanding of providing meaningful activities for children which enables them to be successfully challenged, (this particularly refers to craft activities)

- develop opportunities for children to experience a variety of resources for mark making in a wide range of activities.

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](http://www.ofsted.gov.uk)