

Jumping Beans, Garratt Park Playgroup

Inspection report for early years provision

Unique reference number

EY284330

Inspection date

19/05/2009

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

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. The playgroup is registered to care for 20 children from two years to the end of the early years age group at any one time. There are currently 16 children on roll from 2 to 3 years of age. 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 two holds a relevant childcare qualification and one unqualified.

The playgroup receive support and training from the local authority and are members of the Wandsworth Primary Play Association (WPPA). The playgroup is registered on the Early Years Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The organisation of the environment allows for children to play freely indoors and out. Children are effectively learning through a range of activities covering all of the six areas of learning. Positive inclusive practice is promoted through parental involvement and staff working with many of the local children's agencies and other professionals to promote children's welfare. Good self-evaluation process are in place to ensure that strength and weaknesses are identified, to effectively promote the Early Years Foundation Stage framework.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure children's activity plans displayed on the parent's notice board include the six areas of learning
- raise more opportunities to challenge children's communication, language and literacy skills, for example, using phonics and linking letters and sounds together
- update parent's safeguarding and protecting children's policies and procedures

The leadership and management of the early years provision

Children have many opportunities to develop and learn through staff providing a stimulating learning environment. Activity plans put into place each week allow for children to achieve the foundation stage of learning. Children's observations and assessment profiles clearly recognise children's stage of development and are kept up to date. All staff demonstrate a good understanding of the Early Years Foundation Stage and opportunities are made available for them to attend various training courses to keep them up to date in promoting quality learning and development and meeting children's welfare. The manager is the designated person for working with children with learning difficulties and disabilities. She is in regular contact with other professionals and agencies, to ensure that children with specific needs are addressed and effectively supported.

Most staff have completed a safeguarding and awareness training course. All staff are given the procedure to enable them to know what to do if they are concerned about a child. Comprehensive policies and procedures are in place which include many of the mandatory documentations. All are available for parents to see at any time. However, the safeguarding and protecting children procedures displayed on the parent's notice board is out of date. Systems are in place for recording children's attendance, which include their arrival and departure times. Parental permission has been obtained for emergency medical treatment and for outings. Children are kept safe through ensuring frequent risk assessment are carried indoors and out. Children are taught how to keep themselves safe and learn/know the golden rules of the playgroup.

Staff have a positive working relationship with parents. Prior to admission staff talk to parents, complete an assessment sheet, this enables them to know what level children are at. Parent's mornings are organised to enable staff to discuss children's profiles and progress. All parents are invited to participate in children's learning and development, for example, contribute to the weekly theme/projects; such as bringing various foods from their culture/ethnicity. Many parents also put their names forward on the parent's rota. This effectively promotes positive inclusive practice.

The quality and standards of the early years provision

Children are happy, content and separate from their carer well each day. Activities provided are based on children's interests and stages of development to ensure that each child's individual needs are met. Children are learning and developing through being provided with a good balance of resources and play materials to develop their self-esteem, confidence and independence. Children's personal, social and emotional development is being developed. They make their choice about their own play and enjoy playing alone, in small groups and adult-led activities. The well-organised home corner allows for children to dress up in a selection of costumes, enjoy playing with dolls and use their imagination to be mums and dads. Children communicate well with each other, speak clearly and know how to explain themselves. They benefit from frequent story times and listen

attentively. However, staff do not always challenge children to enhance their communication language and literacy skill, such as, linking sounds and letters together at story time and other adult-led activities. Most children can count up to ten, they know their numbers well. Many activities involve children in learning their numbers. Children enjoy completing puzzles and use various shapes in their art and craft work. They also take pleasure in painting, using a range of colours. Children's profiles demonstrate a range of children's creative art work using various materials of different textures.

Children have many opportunities to learn about their environment. Theme related activities provided enhance their interest and curiosity. Children address many festivity events, such as Hanukkah, and Chinese New Year, where they participated in food tasting activities. Resources and play material provided also promotes and raises children's awareness about disability. Parents contribution and daily involvement allows for children's learning to be continued at home. Although the parent's notice board displays weekly activities and requests for parents contribution, it does not include or identify any of the six areas of learning.

Children learn about healthy living, such as, why it is important to wash your hands before meals. They also know that they must wash their hands after using the toilet. Activities provided also teach children about healthy eating. Children learn about eating plenty of fresh fruit and vegetables. Snacks provided each day are nutritious and balanced. Fresh drinking water is also readily available and children can help themselves to a drink at any time.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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