

Jellytots Playgroup

Inspection report for early years provision

Unique reference number	109042
Inspection date	10/02/2009
Inspector	Denise Franklin
Setting address	Brookfield School, Cartwright Drive, Shaw, Swindon, Wiltshire, SN5 5SB
Telephone number	0791 3444 096
Email	
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

Jellytots Playgroup opened in its current location in 2001 and is on the Early Years Register. It operates from a mobile classroom within the grounds of Brookfield Primary School, Swindon. The setting has very close relationships with the school and access to the large school grounds and other resources. A maximum of 20 children may attend the setting at any one time. The group is open each weekday during school term times. Sessions are from 09.00 to 11.45 and 12.30 to 15.00. All children share access to an enclosed, outdoor play area. There are currently 57 children aged from three to under five years on roll. Of these, 35 children receive funding for nursery education. The setting currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The provision employs five members of teaching staff. The manager holds a foundation degree in early years and the other members of staff have appropriate qualifications at level 3. There is disabled access to the front of the setting via a ramp to the front door.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Jellytots Playgroup is an improving setting, which provides good quality learning and development opportunities for the children in their care. Staff know the children well and effectively ensure that their individual needs are met through enabling all children to have full access to a range of stimulating and enjoyable activities. Children's progress is carefully monitored and as a result all children, including those with learning difficulties and/or disabilities and those with English as their second language, are fully integrated and achieving well. The staff and committee have a good understanding of the strengths and areas to develop and staff training is well targeted so that the capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- continue to develop the outdoor area to enable children to choose to be inside or outside
- ensure there is a consistent approach to written reports to parents about their child's progress

The leadership and management of the early years provision

The committee and manager have built a strong and supportive team who work well together to ensure that children enjoy learning and are achieving well. Strategies to monitor and evaluate practice through weekly staff meetings and through completion of the new self-evaluation form are effective. Staff clearly identify what the setting does well and what they want to do to improve. They

have rightly judged themselves as good in most areas. Most of the recommendations from the last inspection have been addressed. Children now have plenty of planned opportunities for going outdoors but opportunities for children to move freely in and out remain limited. The setting runs smoothly on a day-to-day basis and resources are well organised.

The setting has worked hard to improve the partnership with parents, and this is good. Parents are invited to share their child's interests and other relevant information before their child starts pre-school and to record any learning and development achievements in their child's 'Home Achievements Diary'. This information is used regularly to plan activities to meet the needs of the individual child. The newsletters and information on the parents' notice board keep parents well informed, particularly about the curriculum. There are good links with the school and the setting makes very good use of the school grounds, music room and hall.

All policies and procedures to ensure the care and welfare of the children, particularly safeguarding procedures are fully in place and rigorously implemented. As one parent commented 'I know that my children are safe here'.

The quality and standards of the early years provision

Jellytots Playgroup makes good quality provision for the children in a warm, caring and stimulating environment. Children are confident and are developing well as independent learners. They settle quickly and thoroughly enjoy being at pre-school. There is a good balance between adult-led activity and activities where children are responsible for their own learning. Staff are increasingly flexible in their planning to take account of children's interests and abilities as well as having an overarching theme covering all areas of learning. For example, in a short, whole group letters and sounds session, children shared objects they brought in and identified if the object began with the letter 'f'. Later some children selected their own resources, while others went outside to experience the snow. As a result children are receiving a wide range of experiences that are challenging and enjoyable in all areas of learning. Children are able to choose whether to join a group going outside and know that they will have a turn outside in the fresh air. However, currently there is limited provision for spontaneous movement in and out the building.

Staff make detailed observations on the children, which they use well to plan activities to meet each child's needs and to track children's progress. They use information from parents to plan, and celebrate children's success both at home and in the setting. All this information is recorded in the children's 'Learning Journey' diary and regularly shared with parents. The setting has recently introduced a summary report for parents, which they are adapting and refining but currently completion of these reports is inconsistent.

Children have an excellent understanding of staying safe. Members of the emergency support services regularly visit to help children understand how to stay safe. Children enjoy healthy snacks and drinks and know why they need to wash

their hands before having their snack. Snack time is used well as a social occasion for the children. Behaviour is excellent and children are encouraged to take responsibilities, such as preparing the fruit for snack. They also take part in fund raising events. Children are well cared for because all welfare requirements and procedures are fully in place and rigorously implemented. Overall the experiences the children receive at Jellytots Playgroup prepare the children well for their future.

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?	1

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?	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

