

Jack and Jill Playgroup

Inspection report for early years provision

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Inspector Sheelagh Barnes

Setting address The Playgroup Room, Friday Bridge Primary School,
Wisbech, Cambridgeshire, PE14 0HW

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Jack and Jill Playgroup opened in 1978. It operates from one classroom in the local primary school in the village of Friday Bridge, near Wisbech, with whom it has links. Jack and Jill Playgroup serves the local area. There are currently 27 children from two to four years on roll. This includes 16 funded three and four year olds. The setting is registered on the Early Years Register to take up to a maximum of 20 children aged between two and five at any one time. Children attend for a variety of sessions. The group opens five days a week during school term time. Sessions are from 9.00am until 12pm Tuesday to Friday and also Monday from 9.00am until 3.15pm. The setting can support children with special educational needs and/or disabilities and those with English as an additional language. It is accessible to children and adults with disabilities. Three full time staff work with the children. All the staff have early years qualifications to NVQ Level three. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP) and the area SENCO.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the provision at Jack and Jill playgroup was judged to be good. Effective leadership from the setting manager, supported by a well established team ensures that provision for both children's welfare and their learning and development are good. The needs of the early years children are met well because activities are planned effectively to meet the interests and needs of each child. In this way the setting promotes inclusive practice well and everyone is included in all that the setting has to offer. The commitment of all who work in the setting has ensured that provision has continued to improve since the last inspection, demonstrating a good capacity to continue to improve in the future.

What steps need to be taken to improve provision further?

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

- increase opportunities for strenuous physical activity and knowledge and understanding of the world through development of outdoor area.
- ensure that assessments are kept consistently, so that all six areas of learning for Early Years are regularly assessed for each child.

The effectiveness of leadership and management of the early years provision

The leadership is good. The manager is committed to building an effective team and a strong emphasis has been placed upon a commitment to continued training for all staff. The recommendations of the previous inspection, including that of all staff having input to planning, has been fully taken on board. As a result, this has

strengthened the playgroup's ability to secure improvement at a good rate. Staff are clear about the new requirements of the Early Years Foundation Stage framework. Currently overall planning ensures all children receive a balanced and broad spread of activities. The organisation of outdoor and adventurous activities is inhibited, currently, by the lack of an easy way to establish a boundary in the school playground. This and the lack of opportunity to climb or dig or for children to move between the indoor and the outdoor activities has been recognised by the leader and plans are underway to attempt to resolve this. The consequent effect is that physical development and the opportunities for children to run energetically and to develop their knowledge and understanding of the world are currently satisfactory, rather than good.

Processes for self evaluation are generally accurate. Good procedures and practices to keep children safe and secure are firmly in place and staff have a good understanding of what is expected of them. Opportunities have been improved for children to learn about the properties of water and to learn to make marks and recognise writing since the previous inspection. Safeguarding requirements are rigorously met. Staff work well with parents and parents' views of the playgroup are positive. Assessment is underway for each child, by the adult who is their designated 'key worker'. These assessment records are attractive and contain photographs and notes of activities undertaken and levels reached. However, while there are some examples of good practice and staff all have a good awareness of what each child knows and can do, not all staff have recorded examples of assessments for all six areas of learning, while some areas have been recorded many times.

The quality and standards of the early years provision and outcomes for children

Children are happy to attend the playgroup and quickly settle into familiar, well established routines. They play happily, either on their own, or with or alongside friends, maintaining good levels of concentration. They enjoy a good, healthy, fruit snack and have opportunities to help prepare it and hand it around. Drinking water is freely available, should they need it. The provision for young children is good. Children are encouraged to 'have a go' at things they could do for themselves, such as putting on coats. This aids their personal and social development, as well as developing their self-esteem. They are encouraged to help with clearing away activities before new ones are brought out. Good table manners are successfully promoted and children say 'please' and 'thank you'. Activities such as painting and printing appeal to the children. As a result, they apply themselves fully to the activities. Going outside to play with streamers they have made is popular, but the lack of a secure outdoor area means children have to wait their turn to be accompanied by an adult and can only stay outside for a short time. Floor space indoors, however, is used to full potential and there are areas each day for children to use their imagination in role play.

Relationships are good and children are kind and helpful to each other. They are cared for well and their individual needs assiduously attended to. Behaviour is consistently good and staff deal sensitively and swiftly with any minor upsets.

Children play safely and are well supervised. There is good and discrete monitoring and intervention by staff, ensuring that things run smoothly at all times. Good opportunities are maximised to learn about shape and number. Opportunities to learn about early reading and writing skills are managed well. Many of the children already demonstrating a real love of books. They ask staff to read well loved favourites to them over and over again, which they do with good effect. This is most clearly demonstrated before snack time, when each child looks at a book, while the fruit is prepared. The eagerness with which all of the children approach this and the absorbed silence which falls on the room as pages are turned is clear evidence of the interest already carefully cultivated.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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