

Jolly Time Playgroup

Inspection report for early years provision

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Inspector

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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

Jolly Time Playgroup was registered in 2009 and operates from the hall in North East Mitcham Community Centre, which is situated in Mitcham in the London borough of Merton. There is a secure outdoor area.

The setting is registered on the Early Years Register for a maximum of 20 children in the early years age group aged from two to five years. There are currently 25 children on roll, of these eight are in receipt of nursery education funding. Sessions run from 9.30am until 12 noon, Monday to Friday, term time only.

There are three full-time and one part-time staff who work directly with the children, of whom three hold appropriate childcare qualifications. In addition, two students are completing their training in the setting. The centre manager has the responsibility for overseeing the playgroup and the setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in the setting because the staff demonstrate clear knowledge of their individual needs and abilities. Activities and play opportunities are tailored to children's individual interests which means they make good progress in all areas of their learning. Staff work hard to create a welcoming and inclusive environment where each child's uniqueness is valued. The setting has implemented effective systems to monitor and evaluate the provision to ensure they continually improve.

What steps need to be taken to improve provision further?

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

- develop further procedures to support children in promoting their own health with particular regard to blowing their own noses and disposing of the tissues hygienically
- ensure staff are consistent in their approach to managing children's behaviour.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because staff demonstrate good knowledge and understanding of potential signs and symptoms of abuse. There are clear policies and procedures in place to support staff and to inform parents of their roles and responsibilities to protect children from harm and neglect. Staff ensure that the environment is safe and secure. The front door cannot be opened from

the outside and staff ensure they know who is at the door before opening it. Secure recruitment and vetting procedures ensure that all adults are suitable to work with children. Regular training opportunities enables staff to keep up to date with current legislation and relevant childcare practices.

The setting has various systems to monitor and evaluate the provision which includes completing the Ofsted self-evaluation form and regularly surveying the parents to obtain their views. As a result, they identified some parents were not aware of who their child's key worker was, and this was quickly rectified with a newsletter and clearer information on the parents' notice board. Staff talk with the children about what they would like to do and this is incorporated into the planning. The management committee is supportive and there is strong leadership enabling staff to work closely with the families. The setting receive support from the local authority particularly with regard to implementing the Early Years Foundation Stage framework. Staff are keen to use the information gained to implement methods to enable all children to make good progress. Staff have enthusiastically embraced the 'Every Child a Talker' guidance and resources to support all the children in developing language, particularly benefiting the children with English as an additional language.

Staff use the broad range of resources well to support children's choices in their play and learning. They create a welcoming environment where children can see photographs of themselves involved in activities. Brightly coloured posters in various languages ensures that all children feel valued and included. Staff provide good levels of support ensuring that children can free flow between the indoor area and the well resourced outdoor area.

Staff develop positive relationships with parents and carers. They regularly share information about children's progress which is usually informally. Excellent settling in procedures mean that children are well supported with the staff working closely with the parents to ensure a smooth transition. Parents state that they are delighted with their children's progress. They enjoy coming to the setting and receiving a warm welcome from staff. Parents state they feel involved in their child's learning and are confident they have made the right choice for their child. The setting is developing partnerships with other professionals and other early years settings that the children attend. However, these are not fully effective in promoting a cohesive approach to children's learning.

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

Children are keen to attend the setting and excited when they see their friends arriving. They confidently self-register, collecting their name from the table and putting it on the board. Children and their families respond well to staff as they greet them warmly, confidently chatting together. Children are encouraged to freely choose from a wide range of resources available and children know they can get additional resources from the low-level shelves and baskets. One child invites a visiting adult to choose some different puzzles from the baskets. They confidently complete the puzzles telling the adult the names of the different animals in the

puzzles. Children enjoy using their imagination and devising their own play opportunities, for example, several children play with the dinosaurs. They talk about the different names sorting them into the same species, confidently counting as they go. Other children enjoy using the well resourced role play area pretending they are making breakfast and invite the staff to join in with them.

Children benefit from the well resourced outdoor area which they can use throughout the morning. They use the digging tools to find hidden objects in the sand. Their physical skills are developing well as they climb, slide and pedal the bicycles. Children tell an adult about what they can see through the telescope on the top of the climbing frame. A child says 'Look I can see a roof'. Children have good opportunities to explore their environment both indoors and outside. Several children experiment with the water in a tray talking about which animals and mammals float. A two-year-old says 'Look the dolphin floats', another child says 'The killer whale swims fast in the water'.

Children generally follow good hygiene routines. They know and understand when and why they wash their hands and the majority of children are independent in their personal skills. They confidently stand on the step to wash their hands after they finish painting. However, at times throughout the session, children are not fully supported in learning about promoting their own health. For example, at snack time, children help themselves to fruit and touch various pieces before choosing which fruit they would like. At other times, children are not encouraged to find a tissue to blow their nose and as a consequence some children wipe their nose with their sleeves. Children are learning about safety and regularly remind each other how to use the equipment safely. A two-year-old tells another child who was sliding down the slide 'We must wait, otherwise we bump into each other', another child says 'Remember to climb up the steps not the slide'.

Generally children's behaviour is appropriate to their age and stage of development. They show consideration to their peers. A child helps another child to pull up their sleeves before washing their hands. Staff promote sharing and listening and are positive role models. On occasions, some children find it difficult to share or listen to the story and disrupt other children's play and learning. Staff management of this is inconsistent which results in some children becoming frustrated.

Staff use basic planning to provide a good balance and variety of adult-led and child-initiated play and learning opportunities. They have recently started using new forms to record children's observations and assessments which are used to inform the planning. Staff use information provided from parents about children's individual interests and their observations to effectively challenge the children.

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	3
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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