

Two Jays Playgroup

Inspection report for early years provision

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Inspector

Janet Fairhurst

Setting address

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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*.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Two Jays Playgroup originally opened in 1984 and transferred to these premises in 2009. It operates from two playrooms in the North Moor Children's Centre in Newcastle. The playgroup is open Monday and Thursday from 12pm until 3pm, and Tuesday, Wednesday and Friday from 9am until 12pm in term time only. It is run by a committee.

The provision is registered by Ofsted on the Early Years Register, and the compulsory part of the Childcare Register for a maximum of 24 children at any one time. There are currently 22 children on roll. The playgroup employs four staff, three of whom hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning. They are confident, safe and secure and clearly enjoy their time at the setting. Staff are skilled on focusing activities around children's personal interests. Strong links with parents and carers help to involve them in their children's care and education and they are kept very well informed of their children's progress. The setting demonstrates a good capacity to maintain continuous improvement, and all staff have a clear understanding of the areas for development. This is a result of effective systems for monitoring and evaluating the quality of the provision.

What steps need to be taken to improve provision further?

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

- continue with the planned development of the children's observation and assessment records, making links to the areas of learning and recording each child's next step in their learning
- build upon the procedures to share children's learning and development details with other Early Years Foundation Stage (EYFS) practitioners who are involved
- continue with the plans to ensure all children have independent access to water.

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures are in place that promote children's welfare, which staff know and follow if they have any concerns about a child in their care. Robust recruitment and selection and effective induction procedures are implemented to ensure that staff are suitably qualified to look after children. The security of the premises is robust and procedures for arrival and departure ensure

children are handed over safely to a known adult. Risk assessments are carried out at regular intervals throughout the year ensuring all areas, equipment and resources are safe. Resources and space are used well by the staff and children. Very good use has been made of the playroom, providing a wide range of activities and play opportunities for children to independently access, that cover all six areas of learning within the EYFS. Colourful posters and examples of the children's work are displayed to promote a welcoming environment, and promote the children's self-esteem. Children enter the setting with enthusiasm and interest, and are keen to get involved in an activity of their choice.

The promotion of equality of opportunity is given priority. Staff are effective in ensuring that all children are well integrated, and the development of all children in relation to their starting points is good. As a result, the outcomes for children and their experiences are consistently positive. Staff are skilled in helping the children to learn about and understand the society in which they live through positive images displayed around the playgroup and the celebration of different festivals. The staff have a very positive relationship with parents and carers and keep them fully informed of what is happening in the playgroup and their children's progress. A notice board provides further information for parents including, planning, policies and procedures, and general information. The children's registration forms, verbal feedback and 'All about Me' information is gathered along with settling in sessions, to help staff gather information in order to meet children's individual needs and assess their starting points. Parents say how welcome they feel in the playgroup each day and how much they appreciate that staff take time to discuss any concerns. The setting has established procedures to share information with others, such as the speech therapist and health visitors. However, they have not further developed these systems to effectively share information about individual children's progress with the other EYFS settings that the children attend.

Effective self-evaluation systems involve all staff, parents and children. Clear targets are identified for improvement, such as developing the outdoor play area and developing the systems further to help parents become involved in their children's learning. Staff work well together and draw from each other's strengths. They continually reflect on the service they offer and are committed to future development.

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

Children feel safe and secure in the welcoming environment and develop good relationships with their key worker. Play is extremely purposeful as staff give encouragement and ideas about activities which are both child selected and planned. Children concentrate well, are fully involved in activities, and confidently self-select and enjoy activities alone, in small groups or with an adult. Staff are skilled in becoming involved in activities or standing back to enable children to experiment and explore. Staff have a positive impact on the children's learning and development, and are in the process of implementing new systems to record and monitor children's progress. They have good knowledge of the EYFS learning and development requirements, and planning is in place to ensure that all areas of

learning are covered and is based upon the children's interests. They are beginning to make good use of individual files to record observations of the children, along with examples of their work and photographs. However, the information is not yet directly linked to the areas of learning and do not identify the children's next steps. Nevertheless, staff do know the children well and consequently, they make good progress towards the early learning goals.

Children enjoy participating in the range of activities designed to stimulate their interest and challenge their learning. For example, they discover that by mixing white and red paint together they can create different shades of pink. So enthralled in their discovery of this several children joined in and soon many shades of colours were being created. Children enjoy engaging in a variety of role play activities as they dress up as doctors and nurses, listening to each others hearts with the stethoscope, or being mum in the home area preparing the baby's tea. Children have continual access to a stimulating book corner where there are cosy areas to sit. Letters of the alphabet are displayed around the room, enabling children to become familiar with different letters, and children are discovering that print has meaning as they settle to listen to a story. A variety of creative activities, such as play dough, painting and junk modelling provide children with opportunities to develop their fine motor skills and have fun. Children are proud of their achievements, and this is supported well by staff who give them regular praise and encouragement. Children are learning to use numbers and count, this is well supported by the staff; for example, they ask them to count how many children are present, or how many bobbins they have on their string. They weigh and measure spontaneously, and are beginning to understand the concept of addition. Children enjoy many free expression activities such as painting, music and movement, and playing musical instruments.

Interactions are very good and all children benefit from caring, warm staff. Children's communication skills are extremely well promoted as staff and children hold detailed conversations about their experiences, family and lives. Children's knowledge of the world is enriched by visitors to the group, such as the nurse, dentist and fireman. They learn about culture as celebrations are extended. As part of the Chinese New Year celebrations they create their own Chinese dragon, learn how to say Happy New Year in Chinese and enjoy writing their own Chinese words. Daily outdoor play provides children with regular opportunities for fresh air and exercise. They handle tools to dig in the raised beds in the garden, use the wicker wigwam as a den and ride around on wheeled toys with ease. Children behave well as they are encouraged to respect each other and value each other's differences and needs. They are skilled in taking turns and sharing toys and demonstrate good manners.

The children's welfare and safety is robustly supported. They feel safe in the group and with the staff as they confidently approach adults and respond positively to the established hygiene and safety routines. They learn about danger through themed activities. A visit from the firemen promotes understanding of the dangers of fire and prompts lively discussion and role play activities. The children are learning to look after themselves, for example, putting on their coat to go outside. They are developing a good understanding of a healthy lifestyle as they learn to wash their hands before eating their snacks, and explain that they do this 'because

there might be germs on them!'. Children enjoy the healthy snacks offered, such as fresh and dried fruit. Children are offered drinks during their snack time however, the children do not have independent access to water.

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	2
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met