

# Jessopp Road Playgroup

Inspection report for early years provision

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<b>Inspector</b>	Andrea Caroline Snowden

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<b>Type of setting</b>	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**

Jessopp Road Playgroup was established 35 years ago and meets in the United Reformed Church on Jessopp Road, in the city of Norwich. The group have sole use of a large hall, a smaller quiet room and an enclosed outside play area. The playgroup opens on Monday to Thursday mornings, from 9.15am to 11.45am, and Tuesday and Wednesday afternoons from 12.30pm to 3.00pm during school term time only.

The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 44 children on roll, of whom 31 receive funding for early education. All children are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The playgroup is managed by a voluntary committee of parents and they employ six staff to work with the children. Both the supervisor and deputy are experienced and hold appropriate qualifications. Two other staff members hold qualifications relevant to their post whilst the remainder of staff expect to qualify later in 2010.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are well cared for and making good progress in their learning and development at this playgroup. Their welfare is given high priority by staff and systems to ensure their safety are mostly effective. Partnerships with parents are very well established and the children benefit from strong links between their home and the setting. Self-evaluation is used competently to ensure the setting continues to develop and provide good quality care and education for the children attending.

## **What steps need to be taken to improve provision further?**

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

- ensure the risk assessments used on a daily basis are sufficiently robust to highlight potential hazards
- ensure deployment of staff during large group activities effectively meets the needs of the children, for example, during story time
- continue with the update of policies, procedures and documents to reflect the Early Years Foundation Stage and current practices in the setting.

## **The effectiveness of leadership and management of the early years provision**

Children are effectively safeguarded because staff show a good understanding of their role in protecting children. All staff are vetted and children are not left with any other adults whilst at playgroup. There are safe recruitment procedures in the setting to ensure staff are suitable to work with young children. Risk assessments are generally effective in keeping the environment safe for children, however some daily checks are not robust enough to minimise all potential hazards. Staff work hard to create a vibrant and child-centred learning experience for all children and the use of resources is effective in encouraging children to become independent and confident. Staff generally support children very well, however, at some large group activities such as story time, deployment of staff does not sufficiently meet children's needs and some children become disorderly, spoiling the activity for others.

Although no children with additional needs or who speak English as an additional language currently attend the setting, staff are well experienced in providing support for these children. Adaptation of activities means that all children can enjoy taking part and working with outside agencies such as speech therapists ensures that children's learning is supported with continuity. Translators work with families whose first language is not English and as a result they feel included and valued. There are opportunities for children to learn about their peers' cultures when the setting celebrates festivals pertinent to the children and when parents visit the setting to talk about their backgrounds. There are exceptionally strong partnerships with parents and links between the home and the setting are well established. Parents regularly contribute to children's learning and have a real voice in the setting. Their views are frequently sought both through annual questionnaires and regular meetings and the playgroup ensure their ideas are incorporated wherever possible. For example, parents were worried about children's safety on the uneven path outside, so the setting paid to have it resurfaced.

Documentation in the setting is mostly maintained effectively to ensure the safety and the well-being of children, however some policies and procedures do not yet reflect the Early Years Foundation Stage or current practices in the group. There are a variety of methods used to evaluate the effectiveness of the setting, which when used together provide a strong and effective tool to maintain continuous improvement. As a result the setting has an honest view of itself, knows where it needs to make improvements and has started to address these areas to improve outcomes for children.

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

Children have fun at this playgroup and friendships have clearly formed. Staff are kind and gentle enabling children to feel secure and confident in all that they do. Children are shown how to manage difficult tasks and their problem solving skills

are fostered through good questioning techniques from staff. Children's free choice is actively promoted and their contributions valued. Children benefit from the thorough understanding staff have of learning intentions at activities. They routinely observe children at play, recording this in children's scrap books which are vibrant and informative. Effective assessment of their learning enables staff to plan for their individual learning and development. Staff are skilled at organising activities to capture children's enthusiasm and channel this to acquiring new skills.

Children's personal and social development is well fostered and they are developing concern for others, manage personal tasks for themselves and show they are able to manage their own behaviour well. They are encouraged to recognise their names at the snack bar and whilst younger children enjoy mark making the older children are able to write their names on their art work. Children listen and speak well and use language to talk through activities with their peers. Children enjoy books and join in with stories enthusiastically. Children count fluently to ten and some can count back down to one. They recognise numbers as they catch them with fishing rods in the water tray. Children enjoy visits from the librarian or fireman and as a result learn about the wider world outside playgroup. They experiment with sinking and floating and watch changes occur as they make play dough from scratch. Children's enjoyment of the outdoors is significantly enhanced by the large outdoor space and varied activities available. They run, scoot, pedal and jump, or enjoy playing with the garage and cars under the gazebo. Children's imagination is used when they act out their stories using the glove puppets and theatre or role play. They enjoy exploring sound and tone with musical instruments which they select independently.

Children are beginning to understand what is expected of them in order to keep themselves and others safe. Staff take time to explain the consequences of their actions and how to use equipment safely. They are adopting healthy habits with regard to personal hygiene and understand that they need to wash their hands to get them clean. A member of staff is advised by a child that she will need to wash her hands because they are 'mucky' after making play dough. Children are taking responsibility for their own needs, helping themselves to fresh drinking water when they are thirsty. They wash-up their own plates and cups after snack, learning to care for their resources and talk about composting the left-over fruit and vegetables from snack time, beginning to think about the environment. Through their daily routine in the setting they are becoming very confident and acquiring skills they will need for the 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*

### The overall effectiveness of the early years provision

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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