

# Jimmy D's

Inspection report for early years provision

---

**Unique reference number**

253769

**Inspection date**

09/07/2010

**Inspector**

Aune Turkson-Jones

**Setting address**

Deeping St James CP School, Hereward Way, Deeping St. James, Peterborough, Cambridgeshire, PE6 8PZ

**Telephone number**

01778 345742

**Email**

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Jimmy D's playgroup and out of school club is a committee run provision which operates from Deeping St. James Primary School. The playgroup runs from a classroom within the school. The out of school club uses the mobile classroom and has the use of the infant hall, toilets, playground and playing field. Children from Deeping St. James and the surrounding areas attend the provision.

The playgroup operates each weekday during school term time from 9.15am until 11.45am and Tuesday and Wednesday afternoon from 1.00pm to 3.30pm. There are currently 40 children from two years six months to four years on roll. Of these, 25 children receive funding for nursery education. The out of school club operates each weekday during school term time from 7.45am until 9.00am and from 3.15pm until 6.00pm. There are currently 130 children from four years to 11 years on roll at the out of school club. Both groups are able to support children with special educational needs and children who speak English as an additional language.

The playgroup is a member of the Pre-school Learning Alliance. The out of school club is a member of Children's Links and has completed their quality assurance scheme. The provision receives support from the local authority.

The playgroup employs seven members of staff, all of whom have or are working towards an early years qualification. The out of school club employs five members of staff, all of whom have relevant qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy spending time in a relaxed and friendly environment, where there is an atmosphere of mutual respect and staff treat them as individuals. Enjoyable activities are planned both indoors and outdoors and children make their own choices about what they will do during sessions. The setting is fully inclusive and meets the needs of all groups of children well. Staff are committed to ongoing development and there is a good capacity for continuous improvement.

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

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

- improve the kitchen facilities by adding a fridge, which will be especially useful in hot weather
- enhance the promotion of cultural diversity by arranging pertinent visits and trips.

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

Safeguarding policies are good. Staff carry out annual and daily risk assessments to ensure that children play and learn in a safe environment, both indoors and outdoors. An example is the pet rabbit hutch outdoors, which has been separately risk assessed and children are all aware that they must wear gloves when feeding or tending to it's needs. Clear staff recruitment procedures ensure staff suitability to work with children and all necessary checks are in place. The play leader and team are well established and the leader also works in the host primary school, which houses the playgroup aspect of this setting, the before and after school club being based in a mobile in the school grounds. Staff knowledge is constantly updated through training and necessary policies are all in place, to ensure that all staff know how to recognise signs of abuse and what to do if they have concerns. Good practice helps to protect children from harm and more effectively ensure their safety. Clear, detailed records are securely kept and updated.

Highly qualified and experienced staff work cohesively with parents and carers to provide a supportive, flexible service in the playgroup and out of hours school clubs, for all children who attend. The setting has deliberately been organised, so that children have distinct areas where they can choose to relax or be active and have access to a changing array of resources and pre-planned, creative activities. Staff are effectively deployed, so that support and guidance are available where required and tailored to suit the needs of individuals and groups of children. Staff and children treat each other with mutual respect and there is an informal, calming atmosphere. Staff help children to develop a positive attitude to people's differences by providing a broad and balanced range of resources which reflect diversity and by treating all children equally and each other with respect. Self-evaluation is highly effective and the staff and the setting's committee have a realistic view of the setting's strengths and areas for further development.

Staff promote positive relationships with parents and supply information through regular, informal discussions, newsletters and a parents' notice board. Information supplied by parents adds to their knowledge of the children and informs planning of some activities in the before and after school clubs. The setting has established successful local partnerships, which support children well, especially for those with special educational needs and/or disabilities.

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

Children of all ages are happy in the provision and mix well, enjoying a variety of different activities. Children are highly independent and make their own choices with confidence and ease. Boys and girls play together, children liaise in groups or select separate activities. Adults arrange specific adult-led activities, such as, creative art and craft projects and children readily engage with them. Older children support the younger ones and this helps to develop a number of different early learning goals. Staff are skilled practitioners and highly effective in enhancing

children's learning and development. Relevant observations inform parents of children's progress and ensure that the children's 'learning journeys' are actively shared. Opportunities for mark making and to improve counting skills are incorporated in some of the different activities available and children thoroughly enjoy their learning. Staff question children to deepen their understanding and provide good guidance when joining in their play.

Children feel safe and the premises are secure. Parents and visitors always sign in and all children are checked in and out as they leave at varying times. Children handle craft and play equipment safely and know that they must not use the outdoor trampoline without adult supervision.

Promotion of healthy lifestyles is strong and children have healthy snacks, drinks and grow their own tomatoes. There is also the option of a hot meal if required. Children engage in indoor and outdoor sports, play computer games, snooker, trampolining and can use the school's sports field for more activities. Snack time is an ideal opportunity to promote good hygiene, as are times when children feed and tend to the rabbit. The current provision lacks a fridge in the kitchen area, which would be useful in hot weather.

The presence of the older children in the after school club has a distinctly positive effect on the development of the early years children, who look up to them and view them as role models of good behaviour and practice. Children tidy up after themselves and generally appear confident, with good levels of self-esteem.

The setting encourages children's good positive contribution through resources and images reflecting some cultural diversity. Children have opportunities to play different musical instruments, or may choose to retire to the quiet area. There setting has plans to organise more trips and visits, as part of the proposed holiday club, which will further increase children's knowledge of the wider world.

## 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	2

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

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](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----