



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 221882

DfES Number: 583206

### INSPECTION DETAILS

Inspection Date 04/11/2003  
Inspector Name Margaret Elizabeth Roberts

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Jack and Jill Playgroup  
Setting Address The Playgroup Room  
Friday Bridge Primary School  
Wisbech  
Cambridgeshire  
PE14 0HW

### REGISTERED PROVIDER DETAILS

Name The Committee of Jack & Jill Playgroup 1090801

### ORGANISATION DETAILS

Name Jack & Jill Playgroup  
Address The Playgroup Room  
Friday Bridge Primary School  
Wisbech  
Cambridgeshire  
PE14 0HE

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Jack and Jill Playgroup opened in 1978. It operates from one class room in the local primary school in the village of Fridaybridge. Jack and Jill Playgroup serves the local area.

There are currently 14 children from 3 to 4 years on roll. This includes 11 funded 3 year olds. Children attend for a variety of sessions. The setting currently supports one child with special needs.

The group opens 5 days a week during school term time. Sessions are from 09:15 until 11:45.

Three full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP) and the area SENCO.

### How good is the Day Care?

Jack and Jill Playgroup provides satisfactory care overall for children aged two to under five years. Clear procedures are in place to ensure the safety of children, especially with regard to the evacuation of the building. The premises are well maintained and there is a range of resources available. However these are not always being used effectively to support children's learning. Documentation is in place and securely stored. Policies and procedures are mostly used effectively to support the care of the children.

Staff are experienced in childcare, however staff deployment is not always effective. Staff promote good hygiene practices and children are developing their independence in relation to their personal care. Snack time is a social occasion where children are able to share topics of conversation. Children with special needs are included in all activities and encouraged to join in with staff support

Staff are kind and caring towards children working at their level, talking and listening to them, however some opportunities are missed to ask questions to make children think. Children's imaginative skills are promoted through many opportunities for role play and they are usually interested in the activities offered. However there are occasions where children are not being given equality of opportunity, leading to some disruptive behaviour.

Partnership with parents is satisfactory, they are welcome into the group and information is shared through the brochure and newsletters.

#### **What has improved since the last inspection?**

At the transitional inspection the group were given a number of actions relating to policies, most of which have been implemented effectively. A form for the consent of the giving of medicines has been devised. An incident book and a complaints procedure are now in place. The register now records the times of arrival and departure.

#### **What is being done well?**

- Children's imaginative skills are promoted through many opportunities for role play.
- The group have procedures in place that staff put into practice to promote children's awareness of health and hygiene.
- Staff ensure that children with special needs can participate at a level appropriate to their stage of development.

#### **What needs to be improved?**

- policies and procedures to ensure all aspects of the National Standards are included
- staff deployment
- the range of activities to challenge the more able children
- behaviour management techniques
- the system for recording when medication is given that is countersigned by parents.

#### **Outcome of the inspection**

Satisfactory

## CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## WHAT NEEDS TO BE DONE NEXT?

### The Registered Person must take the following actions by the date shown

Std	Action	Date
7	keep a written record, signed by parents, of medicines given to children	01/12/2003

### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	develop policies and procedures to include procedures for lost children, accurate records for registration and effective deployment of staff
3	plan a range of activities and play opportunities for overall development and to promote equality of opportunity for more able children
11	develop staff's awareness and understanding of effective ways to manage children's behaviour
13	include a statement in the Child protection policy to cover for allegations made against staff

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Jack and Jill Playgroup is good. It enables children to make generally good progress towards the early learning goals in most areas of learning except for mathematical development, which has significant weaknesses.

The quality of teaching is generally good. Staff provide opportunities for children to develop their imaginative and social skills through a good range of role play activities. Staff listen to children and engage them in conversation encouraging them to talk about their past experiences. They support children in their play and learning but do not always provide sufficient challenge to extend children's knowledge particularly in mathematics, music and model making. Staff plan using the early learning goals. However the evaluation of the planning is not being used to inform the future planning. Planning and monitoring for children with special needs is appropriate and well recorded. However the assessments for the rest of the children are not sufficiently evaluated against the stepping stones or early learning goals and do not provide a secure basis on which to plan the next step's in children's learning or to share children's progress with parents.

The leadership and management of the group is generally good. The staff team work well together and have begun to assess the settings strengths and weaknesses. Staff in training are encouraged to use their knowledge in improving the care and education for all children.

Partnership with parents is generally good. They have good information about the early learning goals and have opportunities to talk to staff informally about what the children know and what they are learning. However the information on the children's progress is not always expressed in terms of the areas of learning.

### What is being done well?

- Good relationships are formed between the staff and children, which help children to develop their confidence, self esteem and independence.
- Children communicate well, often initiating their own role play and creating their own stories. They are able to express themselves freely through art work.
- Children's small motor skills and co-ordination are promoted through the use of small tools and outside activities, which include catching and throwing of balls.

### What needs to be improved?

- the provision of challenging activities to help children make progress in mathematical development;
- opportunities for children to build and construct;
- access to music and books;
- the use of the evaluation of planning and the children's assessments to inform the future planning.
- Opportunities for children to explore, investigate, and learn how things work

### **What has improved since the last inspection?**

Generally good progress has been made in implementing the action plan drawn up to address three of the four key issues identified at the previous inspection. Writing activities are being encouraged both in structured activities and role play. Children's physical skills are developing well with small apparatus and there is some use of large equipment. Children now have access to technology through the computer and wind up toys. Topics are planned to encourage children to talk about past events. However children are still not having opportunities to investigate, explore or learn how things work

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident, independent, kind and caring to one another; they have begun to form strong relationships and are sensitive to children with special needs. They choose resources for themselves and take care of their personal needs such as going to the bathroom. Children will persist at an activity for a length of time and initiate their own play. However children do not always behave appropriately, for example, running around and not responding to staff's instructions.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well using speech, gestures and body language. They listen to stories and are able to create and tell their own, however they are not encouraged to use the books available to them. Children respond with enjoyment to songs and rhymes and listen attentively to other children reciting. Children are beginning to recognise their names and some children attempt to write their own name and link sounds to letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children have begun to compare shapes and use the computer with games to extend their number recognition. Children are not sufficiently challenged to build on these skills to solve simple problems. There are limited opportunities for children to learn to count, experience calculation or develop an awareness of weight and capacity through the use of resources such as sand and water. Children do not use numbers in everyday situations such as counting how many cups are needed at snack time.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about place and time by talking about past events and using natural materials such as leaves, acorns and feathers to make interesting collages that show events that have occurred, for example, bonfire night. Children have opportunities to use information technology. Opportunities to build and design are limited. Children are not learning to investigate or explore nor learning how things work through activities or themes.

## **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children enjoy playing outside, however planned activities using large equipment is limited. They move with ease, can throw and catch balls confidently. Children have an awareness of space, being able to move round objects and are able to come to a halt when running. They are beginning to recognise the importance of staying healthy through good hygiene practices and asking for drinks after physical play. Children are able to handle tools and objects effectively and with safety

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children use and express their imagination through their role play and story telling. Children engage in some musical activity which they enjoy. They sing simple songs and sing spontaneously when playing. Opportunities for music making, access or use of musical instruments, repeating sounds and sound patterns are limited. Children are able to express themselves freely in their art and craftwork. They use gestures and body language to describe their feelings.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- continue to develop the planning, using the evaluation of plans and the assessment of children's progress towards the early learning goals to inform future planning. Plan activities to help children to learn about books and music
- plan a range of activities to help children develop their understanding of number and to enable them to solve simple problems through everyday situations
- provide opportunities for children to explore investigate and find out how things work. Provide activities that encourage children to build and construct.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*