

# Jellitots Playgroup

Inspection report for early years provision

---

**Unique reference number** EY320791  
**Inspection date** 14/09/2010  
**Inspector** Caroline Hearn

**Setting address** The Old Pavillion, Marlow Sports Club, Pound Lane,  
Buckinghamshire, SL7 2AE

**Telephone number** 07896 338450

**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 assesses 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.

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).

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**

Jellitots Playgroup opened in February 2006. It operates from the Old Pavilion in Marlow Sports Club, Bucks. It uses the pavilion room with toilet and kitchen facilities. A maximum of 24 children may attend the setting at any one time. The playgroup is open every weekday running the following sessions, Mondays and Wednesday sessions are from 9.15am to 3.00pm, Tuesday sessions are from 9.15am to 12.15pm, Thursdays and Fridays sessions are from 9.15am to 1.15pm. The sessions are broken down into mornings (9.15am to 12.15pm), lunch club (12.15pm to 1.15pm) and afternoons (1.15pm to 3.00pm). There is an outside play area for the children to use.

The playgroup is registered on the Early Years Register and there are currently 30 children on roll aged from two to four years. The setting employs eight staff, of whom two hold a level four qualification, one staff member is qualified to level three with a further two qualified to level two. They also have five staff currently on early years training courses.

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

Overall the quality of the provision is good.

Children clearly enjoy their time at this playgroup. They confidently interact with both adults and other children present. It is this confidence that enables them to explore and get the most out of the many activities that are on offer. As a result all children are making sound progress in the learning. Parents comment on how highly they value the warm and nurturing environment that the staff provide for the children. The staff team reflect well on their practice making any required changes which will support their continued good practice.

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

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

- consider the length of group activities (circle time) to ensure these are not overly long for the ages of children present
- consider how children's progress can be recorded to make it possible to see how when children achieved the various developmental stages.

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

Children's safety and safeguarding underpins everything they do. They have robust recruitment processes to ensure all adults are fully vetted before they begin working with the children. All areas used by the children are comprehensively risk

assessed by the staff to ensure the children are able to safely explore their environment. A full range of relevant and detailed policies, procedures and all required documentation underpin the good daily practice. As a result of all these actions, children are well safeguarded.

The management team undertake constant evaluation of the playgroup this document is regularly reviewed to ensure continuous development. Great importance is placed on staff training and the staff team have and continue to undertake a wide range of additional training and development. The knowledge gained from these is reflected on and incorporated into their practice to ensure they continue to raise standards and develop their practice.

The playgroup is very well resourced and staff regularly rotate resources to ensure children are provided with ongoing challenge. The deployment of staff, and use of resources, promotes children's learning and development very well. Awareness of issues of equality and diversity underpin everyday practice, staff get to know each child extremely well and understand how to meet their differing needs and promote fully inclusive practice. The importance of partnerships with other early years settings is well understood and staff constantly look at different ways to build these relationships. Parents and carers are very well informed about all aspects of their children's achievements, well-being and development. Parents and carers speak of their high regard for the playgroup and clearly value the ethos of the setting when it comes to providing their children with a warm and nurturing learning environment.

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

Children make good use of both the indoor and outdoor play space, moving freely between the two. Staff plan a range of resources for each session, some of which will be linked to their current theme. For a theme linked to mini beasts, they set out books and put up pictures of bugs and caterpillars. These themes spark children's interests in different ways some may want to draw a picture of mini beasts while others want to go out on a bug hunt. The planning and deployment of resources and staff allow for activities such as a bug hunt to be spontaneous, with children rounding up the equipment and deciding where they will go. This well supports children's critical thinking skills as they consider where in the grounds of the cricket club they are most likely to find bugs. Staff encourage them to share their interests and bring what they find back to the group to share with other children during circle time. Circle time is packed full of different activities such as looking at the weather and days of the week. The volume of topics covered during these sessions results in some children losing interest and becoming distracted and disruptive. The layout of the room well supports learning across the six areas. The book area is a secluded area with soft cushions and drapes creating a calming space to enjoy books. Whilst outside children play with building blocks and large cardboard boxes, children make great use of their imagination and creative skills playing with these resources.

Children's development is clearly recorded in their development folders, which are regularly shared with parents, and other early years setting the children may attend. Currently the staff do not consistently record when children reach the various developmental stages, which makes it harder to plot children's progress. Staff however know the children well and are able to discuss this and do review children's learning during their team meetings.

All children show a strong sense of security, they have formed close and trusting relationships with the staff. Children display a clear awareness of safety issues and recognise and understand how to keep themselves safe. They know not to run indoors as they may slip and can be heard telling each other why it is not good to throw sand from the sand tray. Children's behaviour is managed in a sensitive way and the staff make good use of discussion to encourage the children to think through the consequences of their actions. Due to this, children's behaviour is generally good and they are considerate to the needs of others.

To help them promote their personal hygiene skills children are encouraged to clean their hands before snack and after outside play. They are also developing a sound understanding of being healthy and know it is good to go outside to play and have fruit for snack. Children make excellent, all year round use, of the outdoor area. Their use of this space is highly effective in supporting children's learning and development

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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)

