

Jiminy Cricket Playgroup

Inspection report for early years provision

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Type of setting	Childcare on non-domestic premises

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Introduction

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Description of the setting

Jiminy Cricket Playgroup has been registered since 1992, but established for many years. The playgroup operates from a cricket pavilion at Horsell Moor and serves the local community and the surrounding area. Children have access to two room sections and a large outdoor play area, although this was not in use at the inspection. The setting is registered by Ofsted on the Early Years Register. A maximum of 32 children in the early years age range may attend the playgroup at any one time, none of whom may be under two years. Opening times are 9.00am to 12 noon Monday to Friday, and 12.45pm to 3.45pm Monday to Thursday, term time only. There are currently 67 children aged from two and a half years on roll. This includes 60 who are in receipt of funding for the provision of free early education. The setting supports children who have English as an additional language and those with special educational needs and/or disabilities. There are nine permanent members of staff and one bank staff working with the children on various days, of whom six have a recognised early years qualification. Currently, one member of staff is on a training programme. The majority of staff hold a current first aid certificate.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners liaise with parents on an ongoing basis, which enables them to support children's welfare needs. Daily discussion broadly works well in supporting individual learning too, and in most cases partnerships work highly effectively. Children feel welcomed and valued and make good progress. Effective self-evaluation is driving development in many areas.

What steps need to be taken to improve provision further?

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

- improve planning to include outdoor learning on a daily basis
- improve continuity and coherence by sharing relevant information, specifically in relation to learning, with others delivering the Early Years Foundation Stage to the children on roll
- improve the systems for parents to review children's progress regularly and contribute to systems used for tracking development

The effectiveness of leadership and management of the early years provision

The practitioners are welcoming and encouraging and help children to feel valued. They understand their roles and responsibilities and the procedures in place that

protect children. For example, risk assessment is ongoing, and access on and off site is carefully managed to maintain security. Procedures for the recruitment of staff include a series of checks being completed to demonstrate suitability to work with children. Staff attend safeguarding training and know the procedures to follow in the event of a concern about abuse. They maintain appropriate records in relation to accidents and existing injuries. Routine practising of evacuation helps staff and children to be calm and confident in leaving the premises quickly and safely in an emergency.

The set up each morning run smoothly, so that by the time children arrive the inside environment is stimulating and appealing. There is a very good mix of toys and activities that promote all areas of learning, and the support from adults really encourages children to take an active role and get busy in play and exploration. Resources and topics include those which promote the diverse world. The playgroup values parental views and proactively seeks feedback about key issues. They have recently sought information about the quantity and quality of information parents receive. Mostly, there are good opportunities for parents to share information verbally with their child's key person in relation to learning. Parents may access children's development records at any time. However, currently parents do not routinely do this. This sometimes means that information shared is broad. In discussion with parents at inspection, the feedback is very positive about all aspects of the provision.

The partnerships with others involved with the care and learning of children on roll is generally good, particularly so in relation to supporting those with special educational needs and/or disabilities. Information shared with others delivering the Early Years Foundation Stage works well in relation to welfare, but is less robust in terms of working together to support learning. The playgroup have made a strong start at using self-evaluation to drive practice. For example, following some action research they have made changes that benefit children in supporting problem solving reasoning and numeracy skills. The team are using a new system of planning and assessment to ensure a focus for individual children is maintained. This does not routinely include outdoor learning on a daily basis, and means that children do not always make good use of the grounds throughout the year.

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

Children display good levels of confidence and have many opportunities to make choices throughout the session. They happily approach their key person and the other practitioners and demonstrate good levels of personal, social and emotional well being. Relationships are warm and nurturing, and adults help children to get along. For example, they talk about feelings and children are praised for being considerate. Practitioners demonstrate they are interested in the children and support and extend the children's enjoyment and learning as they play. Staff deploy themselves around the room; this draws children to the resources and provides appropriate levels of challenge. For example, one member of staff sits

with peg boards and encourages the children to recognise and create patterns, whilst another supports children in water play and painting activities.

Children join in enthusiastically with group times; they particularly enjoy showing items they have brought in for the letter of the week, and thinking about what words have the same sound at the beginning. This is an important early literacy skill. They work co-operatively together to use a parachute to bounce a ball up and down, promoting their physical skills, co-ordination and encouraging team work. Generally, children have good access to outdoor learning, although on the day of inspection this was not available. However, internally they have a good variety of opportunities to learn through meaningful play experiences that appeal to their interests.

Children demonstrate a very good understanding about protecting their health through good hygiene. For example, usually they independently wash their hands at key times, and they access their own tissues to cough into and blow noses on, disposing of them in the bin when they have finished. This helps minimise the spread of illness. Children learn to consider their safety. They know they should not run inside in case they fall, and they regularly practise evacuation and start to think about fire safety. Children learn about themselves, their peers, and the wider world through the activities they take part in and the resources they use. For example, there are examples of home languages displayed in the room, and planned activities help children learn about the Chinese New Year celebrations.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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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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