

Jimmy D's

Inspection report for early years provision

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15/05/2012

Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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

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

The playgroup operates each weekday during school term time from 9am until 12 noon Monday to Friday and Tuesday, Wednesday Thursday and Friday from 12.45pm to 3.15pm. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for 46 children under eight years; of these, not more than 46 may be in the early years age group. There are currently 50 children from two and half years to four years on roll. Of these, 39 children receive funding for nursery education. The out of school club operates each weekday during school term time from 7.45am until 9am and from 3.15pm until 6pm. Both groups 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 flourish in the welcoming and inclusive environment of this friendly group and most required elements of safeguarding are robust. A very good range of resources support children to make, overall, good progress in their learning and development. Good outcomes are further promoted by highly effective information sharing with parents and other professional partners. Improvement priorities have been identified and draw on effective self-evaluation processes; these involve the staff team, children and parents. Good progress has been made in addressing previous improvement priorities.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment and review it regularly - at least once a year or more frequently when the need arises (Suitable premises, environment and equipment) (also applies to both parts of the Childcare
- 29/05/2012

Register).

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

- build further on the opportunities provided for children to develop their independence skills.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted well as staff have a clear understanding of their responsibilities relating to safeguarding children. The manager is the named lead for child protection and has undertaken higher level training for this role. All staff take great care to ensure children play in a safe and secure environment as daily checks are conducted indoors and out, to minimise hazards. However, the requirement to review the risk assessment at least once a year has not been met. Thorough daily checks of everything that children come into contact with means this oversight has a minimal impact on children, but it is a breach of the welfare requirements.

The playroom and outdoor areas are very well organised and child centred. This supports children's interest and engagement in play and learning particularly well. The experienced and well-qualified staff team provide interesting activities to support children's good progress. Their individuality is fostered very effectively; this is visible in the way children settle quickly and pursue their own interests with confidence. Children with special educational needs receive high-quality support and relationships with professional agencies involved in their care are highly effective. For example, the speech and language therapist has trained the entire staff team in Makaton signing to help them communicate effectively with children who use non-verbal systems of communication.

Strong relationships and a good two-way flow of information keep parents fully informed about their child's day. Daily conversations, a home link book and children's 'Learning Journey' files keep parents fully involved in their child's care and development. Parents provide convincing and highly positive feedback about the quality and effectiveness of the provision. They comment on children's good progress in using letters and numbers and the development of very good communication and listening skills.

The staff team is skilfully led and managed by an experienced manager and supported by an active committee. The staff are reflective practitioners who, with their manager, continually review daily practice to take account of the needs of the children attending. Future plans focus on building on existing very good practice to further improve provision.

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

Children thrive in this wholly inclusive, caring setting, where the team's extensive knowledge of each child means that their needs are consistently met to a high standard. Experienced staff invest great energy and effort in supporting children's development, nurturing their different characteristics as they progress towards the early learning goals as unique and valued individuals.

The quality of play and children's talk is very good. Staff draw on resources aptly to capture children's attention and, through skilful interaction, strengthen their interest and deepen their knowledge and understanding. Consequently, children thoroughly enjoy their play and succeed in their learning. For example, children become immersed in their play while they investigate the soil in the raised bed area. They respond eagerly to prompts and questions from the practitioner while they search for worms and mini-beasts. They make and mould mud pies and chatter with each other, revealing their accomplished speaking and listening skills. Indoors, a practitioner uses skilful questioning to help children develop their ideas while they play with farm animals or as they create a caterpillar picture. In their talk and in their play, they show a good knowledge and understanding of the natural world, discussing, for example, how caterpillars turn into butterflies.

Children show that they feel safe; they demonstrate this as they use the resources and play spaces with confidence, selecting toys and leading their own learning. They learn to keep themselves safe through practising the fire escape plan regularly. They extend their understanding through role play. Two children thoroughly enjoy themselves as they use foam fire hoses as props to put out the camp fire that is burning in their house. Children take responsibility for helping to maintain a safe environment. Although they are wonderfully exuberant and enthusiastic in their play, they are caring and careful when near the younger children.

Fresh air and exercise are encouraged and children go outside every day. Their dietary needs are met and take full account of parental wishes. Children have secure routines around hand washing. They show independence in their self-care skills, such as pouring their drinks, or putting on their coats. However, sometimes staff step in too quickly to help which limits children's opportunities to develop independence. Children develop excellent relationships at every level, working independently and with each other, showing skills of cooperation. They play harmoniously, treat each other with respect and are sensitive to the needs of others. Their development in key areas, such as communication, numeracy and information technology are developing very well. They learn to be adaptable and try new experiences, for example, when they visit the reception classroom in the school. This helps them to develop confidence in handling transitions. Children's behaviour is exceptionally good. Overall, they are very well equipped with skills to support their future learning.

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	1
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

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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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- undertake a risk assessment at least once in each calendar year (Suitable premises, environment and equipment) (also applies to the voluntary part of the Childcare Register). 29/05/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Suitable premises, environment and equipment). 29/05/2012