

Jack and Jill Playgroup

The Pavilion, London Road Recreation Ground, Belmont Close, HASSOCKS, West Sussex, BN6 9DW

Inspection date

Previous inspection date

09/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children settle quickly in the relaxed setting because staff make children feel welcome and form attachments through a secure key worker relationship.
- The staff promote children's personal, social and emotional development effectively so that children gain good levels of self-esteem and confidence and interact positively with staff and each other.
- There are very good relationships with local schools and the teachers, who are in regular contact and attend special events at the playgroup, easing transitions into school when children are ready.
- The outdoor play is planned well and offers children a rich and imaginative variety of experiences and play options which successfully incorporates all areas of learning.

It is not yet outstanding because

- The book area is not yet fully developed to provide a welcoming environment where children are encouraged to share books and learn about words.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector had discussions with the manager, deputy of the playgroup and most staff members.
- The inspector observed children engaged in activities indoors and in the outside area.
- The inspector sampled records and documentation relating to: children's progress and development; safeguarding; staff suitability; questionnaires from parents and newsletters.
- Six parents were interviewed and their views taken into account.
- The inspector and manager undertook a joint observation of an indoor activity.

Inspector

Joanne Barnett

Full Report

Information about the setting

Jack and Jill Playgroup re-registered in 2012. It has operated under a parent committee since 1978. It operates from a sports pavilion in Hassocks, West Sussex. All children share access to a secure enclosed outdoor play area and the premises are fully accessible.

The playgroup is registered on the Early Years Register. It opens Monday to Friday from

9.15am to 2.15pm during term time. There are currently 40 children aged from two to under five years on roll. The setting is in receipt of free nursery education funding for two, three and four-year-olds. The setting supports children with special educational needs and/or disabilities and with English as an additional language.

The playgroup employs six members of staff, all hold appropriate early years qualifications. Parent helpers also attend regularly.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- create an attractive book area where children and adults can enjoy books together, with a print-rich environment to help children learn more about words.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy their time in the setting and come into the building full of enthusiasm and excitement. Staff discuss children's abilities and preferences with their parents when they first start and this helps with the settling-in process. The children are making good progress with their learning given their starting points. Staff sensitively support children, know their key children sufficiently and use their recollection of children's interests and abilities to support them during their chosen activity. Children's progress records demonstrate regular and generally precise assessments of children's progress. Staff work closely with parents and other professionals, such as a speech therapist, to support children to reach their full potential.

The atmosphere is one of busy purposeful play as staff use effective plans to support each child to acquire skills and foster their capacity to continuously develop. Staff give children time to explore and support children in developing a good understanding of how to be expressive in their art and design. They beam with pride as their achievements are recognised and praised when displayed on the wall. Children who prefer to play outside can do so daily, using the outdoor area immediately outside the front of the building. They enjoy imaginative play outside as well as indoors. Children practise gaining good hand and finger control in the outdoor activities; they use sieves, spades and containers in the sand trays to fill and filter sand.

Children are able to choose a good variety of activities, addressing all areas of learning.

Resources are suitable for the ages of children attending and staff support children making requests for alternative resources through photographs attached to low level units. Children are encouraged to talk about what they are doing and staff ask open-ended questions to extend children's language skills. They show good concentration at story time, joining in with the story on repetitive refrains. However, the book area is not inviting and lacks labels and words in this area. This prevents children benefiting fully from a place to share books with the staff and each other.

The system for planning takes account of the next steps identified by each key person so that every child experiences a well-adapted and interesting programme of activities. Planning uses children's individual interests and is based upon frequent observations of children's play. For example, staff are aware that role play is popular, particularly amongst the majority group, who are boys. Staff record children's achievements frequently, often using photographs and supplement these with 'learning journals' that are readily available to both children and parents. This helps to keep parents involved in their children's learning. Staff encourage children's acquisition of language through careful questioning, group discussion and one-to-one opportunities. For example, children talk about items from home and share with their friends.

The contribution of the early years provision to the well-being of children

Children demonstrate a feeling of security and sense of belonging as they move around. They approach staff confidently to meet their individual needs and enjoy a cuddle and reassurance if they are feeling a little anxious. For instance, when one toddler cries briefly, a member of staff picks her up and finds a tissue to wipe her nose, asking if she feels better. Such prompt and positive attention soothes her immediately.

Children are encouraged to wash their hands before eating a snack, to take themselves to the toilet, put their coats and boots on and off and be able to find their name. All children are encouraged to help themselves to tissues to wipe their nose and then to dispose of these in the bin so they develop an understanding of hygiene and develop their independence well. Staff share helpful advice with parents about the provision, such as nutritious and balanced packed lunches. Children ably help themselves to drinking water or milk throughout the morning at the healthy snack bar.

Children learn to keep themselves safe through consistent messages from the staff, such as not running indoors or younger children throwing toys in the home corner. There are highly positive relationships between staff and children. Staff regularly talk about feelings, using photographs featuring the children expressing different emotions. As a result, children feel able to say how they are feeling and this helps staff promote their well-being. The staff are aware of children's individual needs and new children quickly settle on arrival. Children are supported well in their development and are learning how to cooperate, to behave according to expectations and learning self-care skills means all children enjoy their experiences at playgroup.

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

Children are effectively safeguarded by the good arrangements in place to implement all of the requirements, including those for safeguarding children's well-being. As a result, parents receive accurate and helpful information. All staff undertake regular safeguarding training and effective processes are in place to help ensure concerns about children's welfare are suitably followed up. Thorough recruitment processes such as checks on health and from the Criminal Records Bureau help ensure staff suitability. Regular supervision and annual appraisals enable on-going professional development for all staff, with attendance at different training courses encouraged. This is then cascaded to others, so all benefit.

Self-evaluation is continually changing and demonstrates a clear drive for positive improvement. The playgroup are improving outcomes for children. For example, with a recent grant they have secured planning permission to increase the outside area to have new fences erected and suitable play surface placed, so more children are able to access it at the same time. The manager is starting to monitor the children's new assessment records to help ensure they continue to make good progress across all areas.

Parents are enthusiastic about the provision, describe staff as very supportive, and easily approached. 'You can talk about anything to staff' is a frequent response from parents interviewed and they 'feel very comfortable' leaving their child. Parents confirm they receive good details about the Early Years Foundation Stage. They are familiar with their children's progress because they access their children's learning journal frequently and they appreciate the informative conversations they have with staff on a daily basis. It is apparent from the comments parents make that the children benefit from a range of good quality experiences which enable their good progress and development.

The staff at the setting recognise the importance of working in partnership with others involved in children's care and learning. Communication with other providers delivering the Early Years Foundation Stage for particular children takes place regularly. This helps ensure that shared information enables the continuity of children's learning and care. They encourage local schools to visit to share information, to make transitions easier for children starting school.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets

		the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY450702
Local authority	West Sussex
Inspection number	806526
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	40
Name of provider	Jack and Jill Playgroup
Date of previous inspection	Not applicable

Telephone number

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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