

Jack and Jill Playgroup

Minerva Road, Strood, Rochester, Kent, ME2 3HN

Inspection date

Previous inspection date

11/03/2013

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 are eager to attend the setting because staff make them feel welcome.
- Children have good relationships with staff. This is because staff have a good understanding of how young children learn and develop.
- Children can access their own toys and activities because they are stored at child level.
- Parents are very happy with their children's progress. This is because staff have regard to parent's views about what their children learn.

It is not yet outstanding because

- The setting provides interesting daily outdoor play sessions for children. However, they don't allow children to move freely between indoors and outdoors.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed the wide range of activities in both rooms.
- The inspector carried out a joint observation of the children's outdoor playtime with the manager.
- The inspector had discussions with various staff members, a selection of parents and, children as they played.
- The inspector sampled a selection of paperwork including children's development records.

Inspector

Linda Coccia

Full Report

Information about the setting

Jack and Jill Playgroup registered in 2012. It is owned managed by a committee of parents. It operates from two rooms of a building within school grounds in the town of Strood, Kent.

All children share access to a secure enclosed outdoor play area. They can also access the school playing field and playground. The playgroup is registered on the Early Years Register. It is open each weekday from 9am to 3.30pm, term time only. There are currently 51 children on roll, who all fall within the early years age range. The playgroup receives funding for nursery education for three and four year olds. The playgroup currently supports a number of children with Special Educational Needs and/or disabilities and a few children who speak English as an additional language. The playgroup employs eight staff, who all hold appropriate early years qualifications at National Vocation Qualification level two or above.

What the setting needs to do to improve further

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

- provide as much opportunity as possible for children to move freely between indoors and outdoors.

Inspection judgements

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

Staff have a good impact on children's learning and progress. They have a good understanding of children's expected levels of development taking into account their starting points and capabilities. The key persons regularly observe and precisely assess their key children's development. They use the assessments effectively to identify children's next steps and include these in the daily planning. This means that children receive support to acquire skills and opportunities to develop their own learning. Records show that all children are making good progress towards the Early Learning Goals given their starting points. This includes those children with individual requirements who are closing the gap in their own learning capabilities.

Children enjoy using the cosy spaces where they can chat to friends and re-enact their home lives. The role play areas are well equipped which allow children to experiment with the use of household items such as colanders and whisks. Children also ably operate push

button equipment, such as play computers and different types of telephones. They love using books in the book areas especially when staff are on hand to read stories. Children enjoy explaining what they are seeing on the pages and vie to give answers to questions posed by staff. For example, what does the teddy have to do next? Some children are beginning to recognise letter sounds and begin to sound out words. Mark making equipment such as note books and pencils are readily available to the children in all of the play areas. The children have a good understanding that they are all different because they see lots of positive images of race and culture, disability and different family backgrounds around the walls. Those children with English as an additional language are encouraged to communicate and integrate into the setting. Children use pictorial time lines depicting activity times and picture cards with which to communicate their needs.

Children enjoy being creative, especially when their creations have a purpose. For example, children make bird feeders to hang in the garden. This allows them to see different birds feeding and know what birds like to eat. Children are good at sorting groups of items into sizes and shapes, counting them and using appropriate mathematical language such as bigger and smaller. They ably use equipment for measuring size, capacity and weight. For example, two children used weigh scales to see which cars were heavier. Children enthusiastically choose games and songs for group time. Ring o' roses and dingle dangle scarecrow being particular favourites. Children use a wide variety of interesting activities at the playgroup with which they can direct their own play.

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

Parents report that their children are eager to come to playgroup. Staff welcome children onto the premises and children are happy to chat about their home lives. This shows children feel safe at the setting. The well established key person system allows staff to get to know the children and their families well. Parents report they have good relationships with their child's key person. This helps them to understand how their children are progressing and engages them in their children's learning. Children enjoy the well resourced welcoming environment. They move around the indoor area freely selecting their own toys and activities. All toys are at child level to make selection easy. The boxes have labels and pictures to show children their content. Outside children have opportunities to explore their environment and gain an understanding of risk. For example, children build with climbing blocks to make their own assault courses. They understand that the blocks need to be secure before they climb on them. This also helps develop co-operative working between children. The manager and administrator carry out good risk assessments on the activities that children use, the outings that children go on, and the whole of the premises. This shows that children's safety is a high priority to the adults in the playgroup.

Children play well together. They happily play alone, or in small groups and have opportunities for large group work too. They share toys well and show concern for each other with occasional hugs. Staff members are very good role models for children as they offer occasional reminders about how to use toys safely. Staff encourage children's

independence at snack and lunch times. At snack time children choose the food they eat from the good range of healthy food available. They learn to use knives to butter their toast or crackers and pour their own drinks. They all talk about healthy food and can point out the healthier options. At physical group time children are able to acknowledge they are becoming hot after physical exertion. Staff reinforce the message that physical activity affects the children's bodies. They encourage children to rest and drink water after exercise. The children have lots of opportunities for physical play indoors as well as outside. Although children have outside play daily, and in most weathers, the children are unable to free-flow between inside and outdoors voluntarily. This limits their spontaneous use of the outdoor area. For example, children are unable to take their dolls outside for a walk in a buggy. Overall, children experience a healthy lifestyle at the playgroup.

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

The playgroup is organised in an effective manner. The parent committee employ a manager and an administrator to manage the day-to-day running of the setting. The staff and parent notice boards display the playgroup's policies and procedures with additional information about safeguarding. All staff have completed safeguarding training and the manager is the playgroup's designated child protection officer. Visitors are required to sign the visitor's book and are never left alone with children. All staff are aware of the playgroup's internal reporting concerns procedures and regulatory paperwork is well maintained. This shows that children's well-being is a high priority for staff. The staff work effectively as a team. They have been together for a number of years and know each other's working practises well. The playgroup has rigorous and robust recruitment and vetting procedures for staff although these have not been used in a long time. Staff are encouraged to attend training for professional development. All staff hold current paediatric first aid certificates. The manager implements a good annual appraisal system and is available for one-to-one discussions with staff whenever necessary. This shows that managers are aware of their responsibilities towards their staff.

The manager effectively monitors the assessment of children's abilities and progress by staff. She does this by holding regular planning meetings with them. Through the same meeting she is also able to monitor the educational programme to ensure it is interesting and challenging for the children. Staff demonstrate, through the children's progress records, that they have a good understanding of the areas of learning and how young children learn and develop. They effectively target those children with identified needs and implement the good partnership working procedures to provide additional support for them. This may involve working with other health and care professionals alongside the children and their parents. Therefore, children receive good levels of support in all the areas of their lives.

The administrator has completed the playgroup's on-line self evaluation. She has considered the views of staff, parents, children and other interested parties in formulating the evaluation. She has compiled a variety of actions for improvement. Some, such as the

development of self registration for children, are easy to accomplish whilst others like the development of the outside area are more long term. This shows that staff are able to maintain the continuous improvement of the setting.

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 action. 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	EY452604
Local authority	Medway Towns
Inspection number	883766
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	51
Name of provider	Jack and Jill Playgroup
Date of previous inspection	not applicable
Telephone number	07845979519

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Type of provision

For the purposes of this inspection the following definitions apply:

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, which are usually the childminder's 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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