

Jimmy D's

Deeping St James CP School, Hereward Way, Deeping St. James, PETERBOROUGH, Cambridgeshire, PE6 8PZ

Inspection date

09/09/2013

Previous inspection date

15/05/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 respected as individuals and enjoy relationships that are close, warm and caring. This successfully supports children's emotional well-being.
- The manager works with staff to identify training needs. As a result, there is a shared approach to continually improve the provision for children.
- Children are settled, happy and motivated in their play. They show good levels of engagement, independence and curiosity, while behaving well and considering the needs of others when playing together.
- Support for children going to school is very well developed, both in terms of the skills they need in readiness for school and supporting this transition.

It is not yet outstanding because

- Some staff are not always confident about how to extend children's learning during activities, particularly when they talk with and question children.
- There is scope to further develop partnerships with other providers to share relevant information to support children's learning and development.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager, administrator and staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents and children spoken to on the day.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, and a range of other documentation.

Inspector

Sharon Alleary

Full Report

Information about the setting

Jimmy D's playgroup and out of school club was registered in 1995. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Deeping St. James Primary School in Lincolnshire, and is managed by a committee. The playgroup serves the local area and is accessible to all children. It operates from a classroom and there is an enclosed area available for outdoor play. The out of school club uses a mobile classroom and has the use of the infant hall, toilets, playground and playing field. The playgroup employs eight members of childcare staff. Of these, one holds appropriate early years qualifications at level 5, one at level 4 and three at level 3.

The playgroup operates each weekday during school term time from 9am until 3.15pm. The out of school club operates each weekday during school term time from 7.45am until 9am and from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 44 children attending. The playgroup provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure that all staff understand how to extend and provide more challenge for children, in order to ensure consistently high quality learning experiences, with particular regard to questioning
- enhance the arrangements for sharing information and develop partnership working with other provisions that children, attend, in order to further support children's learning and development.

Inspection judgements

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

All children attending the playgroup have a good range of play opportunities available to them that cover the seven areas of learning. The staff demonstrate a secure knowledge of how to implement the Early Years Foundation Stage for each child in their care. Staff obtain relevant information from parents before their children start at the playgroup,

about their likes and capabilities. As a result, children settle quickly into playgroup life because staff can provide activities that interest them from the start. Staff use this information effectively, along with their own initial assessment of the children, to form starting points on which to base future learning. Each child has a learning record that notes the progress they make during their time at the playgroup. The staff track and monitor children to help them link the observations to the relevant areas of learning and to identify appropriate next steps in learning. All children receive a summary report of their progress twice a year. Parents' comments are valued and are included in this assessment. Staff successfully complete the progress check for those aged two years and identify any gaps in their learning quickly. Consequently, children are making good progress towards the early learning goals.

The quality of teaching is good because staff effectively engage in children's play and learning. For example, when exploring a range of creative play resources, such as sand and paint, staff encourage children to name the colours they are using and describe the pictures they paint. Most staff use a good running commentary to interact with children and support their communication skills. However, on occasions, staff are not always consistent in their understanding of how to extend children's learning experiences with particular regard to questioning. Nonetheless, because they are fully supported and guided by other staff, children still receive worthwhile learning experiences which enables them to make good progress. Children have the opportunity to learn about animals from first hand experiences as they engage with live hatching chicks and exotic pets. Children are very confident to initiate conversations with unfamiliar adults, such as the inspector. They talk about their recent holidays and planned trips to a family wedding. They confidently balance and climb the steps to the slide, kick balls and make sand castles with buckets and spades, showing good physical development. Children use the computer to play number recognition and matching games, which promotes their mathematical skills and information and communication technology abilities effectively. Children eagerly join in with singing time and confidently use their fingers to count how many speckled frogs are left. This contributes to listening and attention skills, along with expressive arts development.

Children are learning pre-writing skills with confidence as they enjoy using felt tips to make marks on paper and have regular opportunities to participate in messy play as they extend their experience by cutting and sticking their creations. They handle craft tools competently and with good control, such as when cutting with scissors. Children enjoy looking at books and select a story to enjoy with a member of staff, discussing the pictures as well as what might happen. This supports their listening and literacy skills. Children are beginning to role play as they interact together in the welcoming home corner. They pretend to bath babies and feed them with pretend bottles. Overall, these activities support children well in the preparation for the next stage in their learning and the move to school when the time comes.

Staff provide effective support for children with special educational needs and/or disabilities. Regular communication with parents and carers and other professionals ensures that clear targets are identified. These are well supported during the session, with a clear focus on including children in all activities. As a result, children make good progress during their time at the group. Children with English as an additional language

are mostly well supported as staff engage them in appropriate conversations and sensitively repeat the correct way to say something. As a result, they are beginning to communicate well. Parents receive regular daily feedback and more detailed, twice yearly, written reports showing them what their children have achieved. Parents are encouraged to write comments about children's achievements at home in the home link diary. This supports continuity of care.

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

Staff greet children warmly on arrival. Children are well-settled and secure, and they enjoy trusting relationships with staff, which in turn, are very caring towards children and treat them with respect and affection. This results in the warm, happy atmosphere that is clearly evident at this playgroup and means that children's emotional well-being is well-promoted. Staff ensure they form close partnerships with parents and carers from the outset, as a result, they are well-informed about children's preferences. The key person system is highly effective because children build trusting bonds with their key person and develop a strong sense of security and belonging. Staff are well-deployed at all times, are effective role models and give children clear guidance about routines and behaviour. For example, they are reminded to sit on chairs. Children behave well and show good care and consideration for one another. Children play well together as staff support their understanding of turn taking and sharing resources.

Staff help children understand the importance of keeping healthy and safe. Children are allowed to take supervised safe risks in order to learn for themselves, and begin to recognise their own capabilities, for example, as they climb on the larger slide, staff are close by and offer encouraging words of support for the child. Children are encouraged to wash their hands after they have used the toilet and before eating. Staff encourage children to enhance their self-help skills by serving their own drinks as well as choosing what they would like to eat. For instance, children help themselves to breadsticks, satsumas and cucumber. Lunchtime is a social affair and children bring a packed lunch. Staff consistently encourage children to choose healthy options first, cleverly suggesting, 'Save the best till last', when children have a sweet treat.

Children are accommodated in a clean, comfortable environment that is well-maintained. The playgroup is set up to enable the children to explore and investigate their surroundings. Low-level units and clearly labelled resources enable children to select toys, promoting their independence and decision-making skills from an early age. Staff put thought into the presentation of the learning environment. As a result, children play in interesting, attractive and child-friendly surroundings. Children have daily, free-flow access to the outdoor space for fresh air and physical activity. During adult-led group sessions, children actively participate, for example, they wait their turn to recognise their name and discuss the calendar. This prepares children for their journey into big school. The playgroup is on the school site and inevitably has excellent transition arrangements. Parents comment positively about their children's experience of starting school from playgroup. Further good relationships are built up as the playgroup joins the school for events, such as sports day. This supports continuity of learning when children move on to

a new phase in their learning and development.

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

Leadership and management are highly effective. The manager has a strong commitment to keeping children safe and improving outcomes for the children in her care. The manager has support from the committee as well as from the local authority. She demonstrates a commitment to sustained and continuous improvement of the playgroup. Recruitment procedures are good and together with background checks, induction training, performance management systems and team meetings, mean that staff and committee members remain suitable for their role. The manager observes staff practice during the session and identifies training needs, to support the ongoing professional development of staff. Knowledge and skills gathered through training are effectively implemented to benefit children who attend. For example, several members of staff have attended the Special Educational Needs Co-ordinator course. As a result, the playgroup is highly inclusive and this promotes all children's learning and development.

Staff have a good understanding of safeguarding procedures and know how to identify and report concerns they may have about children in their care. A clear policy on child protection, including the use of mobile phones and cameras, results in children being protected from potential harm. Staff are further supported with an understanding of safeguarding through regular updates in staff meetings. Comprehensive policies and procedures, which promote children's health, safety and welfare, are fully in place and effectively implemented. All accident and medication records are well-maintained and daily registers of attendance show ratios of staff to children are well-maintained and children are effectively supervised at all times. The monitoring of both educational programmes and the progress of each individual child is strong. Daily checks of the environment and written risk assessments ensure areas are safe and children can move safely and freely. Children are learning about how to keep themselves safe. The staff talk to them during their activities, encouraging them to think about what they are doing and what might happen if they follow a particular course of action. For instance, when using scissors.

All staff are included in the self-evaluation process of the provision and parents are asked for their opinions on the running of the playgroup. Consequently, the manager effectively monitors practice and identifies areas for further improvement. The current action plan sees the playgroup developing their already good practice with regard to supporting children who have English as an additional language. Parents spoken to on the day of inspection comment on how accommodating and friendly the staff are and how their children are enjoying their time at the playgroup, comments include, 'It says something when they want to come to playgroup at the weekend'. Effective partnerships working with other professionals and agencies involved with the children results in a good sharing of information and support for the children. Partnerships with other providers of the Early Years Foundation Stage are not so well-established to support children and ensure that their needs are fully met. However, the manager and staff have built up excellent relationships with the host school where children move on to, to ensure consistency in

their learning, care and well-being.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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	253769
Local authority	Lincolnshire
Inspection number	926539
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	46
Number of children on roll	44
Name of provider	Jimmy D's Committee
Date of previous inspection	15/05/2012
Telephone number	01778 345742

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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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