

Jessopp Road Playgroup

United Reformed Church, Jessopp Road, NORWICH, Norfolk, NR2 3QA

Inspection date

06/02/2014

Previous inspection date

18/05/2010

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

- Partnerships with parents are strong. Staff are committed to working together with them, to promote the best interests of their children. They share effective policies and procedures of how they safeguard children with them.
- Children's communication and language skills are supported well, helping them to become confident communicators.
- Children behave well. Staff act as good role models and consistent boundaries are in place, to help children know what is expected of them. Children develop good friendships with each other.
- Teaching is effective and staff have a good understanding of how children learn and plan effectively for the indoor environment, to ensure a balance across the areas of learning. Observation and assessment of children's learning is used well to plan for their next steps.

It is not yet outstanding because

- Staff do not consistently model counting and mathematical skills during adult-led and child-initiated activities.
- Planning for outdoor play does not always promote all areas of learning, so that those children who learn best in the outdoor environment are able to do so.

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 observed activities in the main playroom and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the playgroup manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector spoke to parents.

Inspector

Jacqueline Mason

Full report

Information about the setting

Jessopp Road Playgroup opened approximately 44 years ago. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from the United Reformed Church on Jessopp Road in Norwich, Norfolk. The playgroup has use of the main hall, a small side room and an enclosed outdoor play area. The playgroup is managed by a voluntary committee made up of parents of children who attend. The playgroup serves the local area and is accessible to all children.

The playgroup employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two hold a qualification at level 2. The playgroup opens during school term time on Monday to Thursday mornings, from 9am to 12 noon, and Wednesday afternoons from 12.30pm to 3.30pm. Children attend for a variety of sessions.

There are currently 26 children on roll, all of whom are in the early years age range. The playgroup provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- plan for the outdoor play space to consistently cover all areas of learning so that those children who learn best through being outdoors are able to do so
- maximise the provision of opportunities for children to hear and use mathematical language in everyday and play situations.

Inspection judgements

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

Parents are actively encouraged to remain involved in their children's learning in the playgroup and at home. Staff gather useful information from parents when children first attend the playgroup, finding out about their likes, dislikes, interests and abilities. This helps staff get to know the children well. They have a good understanding of how children learn and talk confidently about where children are in their learning and development. Effective observation of children's learning is consistently carried out by all staff and their observations are evaluated well, to identify the next steps in their learning and plan for their continuing progress. Each child has a written 'learning journey' in which staff record their observations, along with photographic evidence. These are shared with parents, to keep them informed about their children's developmental progress. The progress check at

age two is completed with parents and they are given a copy of the report, to share with other professionals. Children's developmental progress is monitored, to ensure that they are working comfortably within the expected development band for their age. This helps to ensure that children are prepared for school and any concerns about their development are quickly identified and consistently managed.

Staff engage well in children's play and the quality of teaching is good, although on occasions staff do not always maximise opportunities to promote mathematics. Staff recognise that this is an issue on some days and are taking steps to address it, including attending a training course on promoting mathematics. They are introducing what they have learned on this course into the playgroup, to encourage children's awareness and interest in mathematics. Children do use mathematical language confidently. For example, they are beginning to use everyday language related to money, telling staff that the cakes in the bakery will cost '50'. Staff extend children's learning and respond to their interests, providing pretend cakes and bread in the role-play area in response to children talking about going to the bakery when pushing dolls in pushchairs around the room. Children enjoy stories and listen attentively in small and large groups. They look at books independently, holding them the correct way up and turning pages one at a time. Older children understand that print carries meaning and some children confidently write the letters of their first name. Children have plentiful opportunities to see their name when it is written and even very young children are beginning to recognise their name when it is placed amongst others. Children make marks and staff provide a varied range of resources, including paint and pens and paper. Chalk and a chalk board are provided outdoors and children enjoy using chalk to make 'road ways' on the playground floor. Children enjoy playing outdoors and readily use the resources in the garden. However, staff do not plan for outdoors as effectively as they do for indoors, to ensure that children who learn best in the outdoor environment are able to access toys and resources for all areas of learning. Staff recognise that this is an area for development and are working with their support worker from the local authority to look at ways to address it.

Children's ability to apply skills appropriate to their age and their enthusiasm to explore and investigate helps to ensure that they are developing skills for the future. This inclusive playgroup ensures that all children are able to participate fully in the routines and activities each day. Children confidently initiate conversations with adults. They chat comfortably with staff, talking about their past experiences and what they are doing. Staff engage children in conversation and model taking turns, asking questions to challenge their thinking and giving them time to process the question before answering. For example, when painting a picture children talk about what they are painting and tell staff it is 'shooting stars'. Staff extend the conversation skilfully, encouraging discussion about the night sky and the colours we see. Children's individual creativity is developing well. They explore what happens when colours are mixed together and enjoy the sensation of paint on their hands. Staff encourage children to explore paint using their fingers and hands, brushes and sponges.

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

Children are supported well by their key person, who takes responsibility for supporting and developing relationships with children and their families. Parents value that settling-in processes are unique to their child and they are able to spend as much time as they want with their child until they are reassured that their child is settled. All staff are responsive to children's individual needs and provide a warm, welcoming and stimulating learning environment in which children are secure, happy and confident to express themselves. Children benefit from a wide range of play materials to support their learning and development. This supports children to engage in purposeful play, ensuring that they have a firm base from which to build their growing independence and confidence as they get ready for their transition into school.

Staff are good role models and treat children with respect and positive regard. Consistent boundaries are in place, to help children know what is expected of them. Staff skilfully support children to solve their own conflicts and recognise the impact that their behaviour has on others. They use verbal praise, to place a meaningful value on children's individual efforts. As a result, children behave well, understand right from wrong and develop self-esteem. They readily share and take turns with popular resources and even very young children seek out others to share play experiences.

Established routines are in place, promoting a good sense of belonging. They know what happens next at any point during the day. Children are helped to learn to keep themselves safe. For example, children practise the emergency evacuation procedure and staff talk to children about why it is important not to run indoors. Children's good health is managed well and a good emphasis is placed on playing outdoors. Children move freely between indoors and the enclosed garden. Staff also promote active play indoors, such as using 'music and movement' recordings to promote physical exercise. Children understand the effects of exercise on their bodies, talking confidently about their heart beat increasing when they have been using wheeled toys. Children demonstrate that they manage their own personal hygiene needs relative to their age, such as taking themselves to the toilet and washing their own hands. Their good health is further supported by the provision of healthy snacks, including a variety of fresh fruit.

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

Staff have a good awareness of the signs and symptoms of abuse, to help them recognise when children may be at risk. They are confident to report concerns in line with the Local Safeguarding Children Board guidelines. This helps to ensure that children's well-being is prioritised at all times. A record is maintained of checks carried out on staff and students and a regular programme of supervision and appraisal is in place. This helps to identify the strengths and areas of weakness of staff, plan for their professional development and ensure that those working, or having regular contact, with children are suitable to do so. Staff are deployed well, ensuring that children are effectively supervised at all times. Ratios of staff to children exceed the legal minimum requirements and staff are deployed well. This enables staff to effectively supervise children at all times and provide a good level of adult support, to ensure that their individual needs are met.

Staff are led by a manager who is committed to the continuous improvement of the playgroup. They are motivated, enthusiastic and supported effectively to reflect on their practice and the impact it has on children. They have a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage, to ensure that they are working within the framework and meeting their legal duties. Self-evaluation is used effectively, to inform priorities and to set challenging targets for improvement. Management seek the views of parents through daily discussion and regular, written questionnaires and acts on their comments. For example, following parents' concerns about the condition of the outside play area, fundraising took place and the paved areas of the garden were replaced. Good steps have been taken to address the recommendations raised at the last inspection. Risk assessments have been revised and a daily checklist is now in place, to ensure that any potential hazards are identified and minimised. The organisation of large group times has been revised, to enable children to opt out if they wish to do so. This helps to ensure that individual needs are met.

Partnerships with parents are strong. Parents state that they find staff friendly, kind and caring. They value they can ask questions at any time and staff make themselves available to them. Parents find the playgroup a 'lovely place' for their children to 'play, make friends and learn new things'. Parents are given good information about the playgroup, including its policies and procedures and are kept informed about their children's day. They are encouraged to be engaged in their children's learning in the playgroup and at home. Partnerships with others professionals are well established. This ensures that children with special educational needs and/or disabilities are, if on roll, effectively supported to make the best progress that they can in their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	254134
Local authority	Norfolk
Inspection number	951111
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	26
Name of provider	Jessopp Road Playgroup Committee
Date of previous inspection	18/05/2010
Telephone number	01603 458702

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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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