

Jimmy D's

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

Inspection date

14/10/2014

Previous inspection date

29/04/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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 feel happy and are confident within the playgroup and the after school provision because staff are kind and caring and routines are well established.
- Teaching is good. Accurate observations of children and assessments of their progress are used to plan activities that enable children to make good progress.
- Children are safeguarded well as partnerships with parents and other professionals are effective in meeting children's needs. Staff demonstrate good knowledge of child protection procedures and regular training is attended to ensure their knowledge is kept up to date.
- A strong committee and dedicated leadership team demonstrate a clear vision for improvement and use effective systems for self-evaluation to plan realistic targets to strengthen practice.

It is not yet outstanding because

- Children are given less opportunity to engage in activities in the local community to further enhance their understanding of the world around them.
- There are fewer opportunities for children to embrace their own culture and traditions through purposeful play and planned activities.

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 children's activities in the playgroup room, the outside learning environment, out of school club mobile and school hall.
- The inspector held a meeting with the manager and chairperson of the committee and spoke at appropriate times to staff and children throughout the sessions.
- The inspector conducted a joint observation with the playgroup play leader.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation documents and improvement plan.

Inspector

Carly Mooney

Full report

Information about the setting

Jimmy D's playgroup and out of school club was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The play group operates from a classroom and the out of school club from a mobile building within Deeping St James Community Primary School, Lincolnshire. The setting serves the local area and is accessible to all children. There are enclosed areas available for outdoor play. The setting employs 17 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and two members of staff hold level 5. The playgroup opens Monday to Friday, term time only. The out of school club opens from Monday to Friday for 50 weeks of the year. Playgroup sessions are from 9.15am until 3.15pm. A lunch club operates from 12pm until 12.45pm. Children attend for a variety of sessions. The out of school club opens from 7.45am until 9am and from 3.15pm until 6pm. The holiday club opens from 7.45am until 6pm. There are currently 123 children attending, of whom 52 are in the early years age group. The setting supports a small number of 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:

- enhance children's understanding of the world by extending opportunities to engage in activities in the local community, for example, by visiting local amenities and undertaking outings in the area
- support children to become more aware of, and explore, their own cultures and traditions, through meaningful play and access to well-researched activities and resources that are pertinent and familiar to them.

Inspection judgements

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

Children are motivated and keen to learn, due to the stimulating play environment and warm interactions from staff. They form close bonds with their key children and their families and show respect for children as individuals. Staff have a secure knowledge of how children learn and as a result, teaching is good. For example, when playing with dough, staff provide good support to children, new to the setting, who are unfamiliar with the resources. They demonstrate the rolling pin and cutters and encourage children to have a go for themselves. Staff use the activity to incorporate other areas of learning, such as mathematics. They discuss which are the longest and shortest pieces and use positional language, such as, open and close, when using scissors to cut the dough. Staff

know the children well and plan a good balance of adult-led and child-initiated activities that reflect children's individual interests and next steps. Consequently, children enjoy their time at the setting, make good progress and develop the skills needed for their next stage in their education. Staff are knowledgeable about the backgrounds of the children that attend. Children learn about some of the more popular cultural events, such as, Chinese New Year, which encourages an understanding of similarities and differences in the world around them. However, less consideration has been given to researching and acknowledging some of the cultural traditions of the children that attend the setting, so that such activity is pertinent and more meaningful to children as they gain an awareness of their own beliefs.

Children's communication skills are fostered well by staff who understand the importance of children being able to convey their wants and needs. Staff speak directly to children and use appropriate questions to support their critical thinking. For example, as children complete a computer programme, staff ask children how they have made the flowers grow as they appear on the screen. Children play in an environment rich in print, which supports their understanding that print carries meaning. Children's name cards are used at snack and lunch time to support name recognition and children also enjoy looking at books. They listen intently to stories and are given good opportunities, through effective questioning, to engage in the story and develop their recall and retention skills. Staff also use other communication systems, such as, visual timetables and sign language, to support children's verbal skills. This is especially effective for those children learning English as an additional language or who have special educational needs and/or disabilities. Through planned and spontaneous activities, children learn about people and places in the community. For example, they act out the role of the shop keeper in their role play. However, they have fewer opportunities to consolidate and enhance their learning by engaging in activities directly out and about in the local community and beyond.

Children's prior knowledge, skills and understanding are gathered from parents when children start at the setting and the information is used to plan effectively from the beginning. Planning reflects staff's knowledge of individual children's learning needs and values parental input from home. Staff also incorporate different topics into their planning, which reflects the learning taking place in the adjoining reception class, and provides some consistency to support children when moving on. Activities associated with each topic are shared with parents so they have a good overview of the learning taking place at any one time and can incorporate this learning at home. Staff complete reviews of children's progress, including a progress check for children between the ages of two and three years, and share these with parents. Children's individual progress is tracked. This helps to identify any gaps in learning and ensures that appropriate intervention is put in place to strengthen progress.

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

Staff offer a calm and caring atmosphere that provides children with a positive learning environment. Children are cared for by a dedicated key person within a consistent and committed team of staff. This successfully supports children with settling-in, developing

strong attachments and having a secure base from which to learn and develop. In addition, staff are positive role models. They interact well with the children and are kind and courteous towards them. Parents contribute to children's starting points and there is a good exchange of information at collection time and through home link books. This ensures that children's ever-changing needs are constantly met. Playgroup children are already very familiar with school life, as the setting operates from within the school's foundation stage unit. Teachers from other schools are also invited into the setting, to meet those children due to attend their schools, to support their smooth transition. Staff attend in-house school training on aspects of early years education such as, phonics, to support consistency in children's learning before they move on.

The playgroup has a calm and relaxing atmosphere, where children are constantly busy and occupied, resulting in good behaviour. Staff are consistent in their handling of any small conflicts, through timely interventions where needed, teaching children how to negotiate and interact in a positive manner. Staff consistently praise and acknowledge children for their progress and achievements, which encourages good levels of self-esteem. Children gain a sense of belonging as they see many examples of their artwork displayed. Children explore an interesting range of good quality resources, which cater well for all areas of learning both inside and in the garden. Resources are easily accessible and supports children's choice and independent play. Further independence is encouraged, as children dress themselves for outdoor play and are confident to have a go at fastening shoes and zips.

Children's awareness of developing a healthy lifestyle is encouraged through activities that promote healthy eating and through outdoor play opportunities. Children spend ample time in the fresh air each day, as the outdoor environments are frequently accessible for both the playgroup and after school club children. They engage in a range of physical play opportunities, with children in the out of school club enjoying a range of team games in the school hall. Snacks support a healthy and well-balanced diet. Children understand the importance of cleaning their hands before eating and access drinks when thirsty, which encourages self-care skills prior to starting school. Staff are deployed well both inside and out, to provide continuous supervision of children which contributes to their overall safety and welfare. Emergency evacuation procedures are practised and contribute to children's understanding of keeping themselves safe.

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

The settings leadership team have worked hard since the last inspection, and the subsequent monitoring visit, to ensure that all staff have a secure knowledge of child protection procedures. This means that children are safeguarded well while in their care. Staff attend regular child protection training and are all aware of children's individual needs, and family backgrounds, to ensure they receive good support. A robust system of recruitment is in place and appropriate checks are carried out on all adults to further safeguard children. Both the playgroup and out of school club operate from a secure school environment and no-one can gain access without being let in by staff. Thorough risk assessments and daily checks ensure children play in a safe environment. Effective

policies and procedures support the smooth running of the setting and documentation, and required documents, such as, attendance registers, are kept to a good standard.

Staff roles have recently been reviewed and a clear leadership team is now in place to support and monitor the setting. The actions and recommendations raised at the last inspection in relation to the out of school club have been effectively addressed to ensure children receive constant good care and education. There is a strong and dedicated committee that works closely with staff to implement the clear areas for improvement which have identified as part of the systems for self-evaluation. Staff are involved in decision making and supported well in their professional development. Through regular supervisions, staff are encouraged to enhance their knowledge and understanding of good practice by attending courses that benefit themselves and the children. They have regular staff meetings, where all members of staff are involved in the planning of activities, and their input is valued. All staff show a clear understanding of the learning and development requirements and strive to deliver an effective and enjoyable learning experience for all children. The management team monitors the performance of staff closely through regular observations of their practice. Educational programmes are regularly monitored for effectiveness and to ensure that children are making good progress towards the early learning goals. Staff in the out of school club work closely with the reception teacher to plan activities that complement the themes happening within school.

Staff demonstrate a good understanding of the benefits of working closely with parents to meet children's needs. They value the information they share in their home link books, which contributes to their care and learning needs. Regular newsletters ensure parents are kept well informed of events and shares activities they may wish to carry out with their children at home. This ensures they are able to complement and enhance children's learning even further. Parents speak positively about the setting and have particularly enjoyed looking at the photographs in their child's learning journal. Staff are experienced in working with other professionals and have strengthened information sharing with other providers. This provides a strong, coordinated approach to meeting the needs of individual children.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	983255
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	46
Number of children on roll	123
Name of provider	Jimmy D's Committee
Date of previous inspection	29/04/2014
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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