

Jack and Jill Playgroup

The Playgroup Room, Friday Bridge Primary School, Wisbech, Cambridgeshire, PE14 0HW



Inspection date	12 February 2015
Previous inspection date	24 November 2009

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- The committee has insufficient understanding of its responsibilities for children's learning and well-being according to the Early Years Foundation Stage. Those in charge have failed to notify Ofsted of changes to their membership and there is no evidence that background checks have been undertaken.
- Self-evaluation and monitoring of the playgroup lacks the rigour needed to clearly identify targets for improvements.
- The learning environment and equipment are not always suitable for the youngest children. This limits their success in accessing activities independently and safely.
- Staff do not always use their observations and knowledge of children's interests sufficiently. Consequently, planning for children's next steps in learning are not always targeted on raising the level of progress required.
- The supervision of staff practice does not focus enough on improving teaching skills and enhancing children's development effectively. This does not fully support children's next stages in learning, such as preparing for the move to school.

It has the following strengths

- Staff have formed trusting bonds with parents and children. Consequently, children are contented at playgroup.
- Children enjoy having free access to the outside area where they are able to investigate natural resources and enhance their physical skills.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the members of the committee improve their knowledge and understanding of when Ofsted needs to be notified about changes, and that Disclosure and Barring Service checks are obtained for all elected committee members in a timely manner
- analyse the information gained through observation and assessment to identify children's next steps in learning to plan challenging and appropriate activities to meet individual needs
- improve teaching by further developing supervision of staff and setting robust targets to rapidly enhance their skills and ensure children have every opportunity to make good progress.

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

- review and improve the learning environment by ensuring that resources are of high quality and suitable for younger children, to enhance their learning effectively
- develop self-evaluation further to clearly identify areas for improvement and ensure targets are firmly focused on outcomes for children.

Inspection activities

- The inspector observed activities in the main room and in the outside learning environment.
- The inspector held meetings with the manager and held a telephone discussion with the chair of the management committee.
- The inspector and manager took part in a joint observation.
- The inspector took the views of parents into account.
- The inspector looked at children's learning journals, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children arrive happily at playgroup and quickly find an activity to occupy them. They have free access to the outside area where they can practise their physical skills, such as balancing or throwing bean bags into hoops. Staff play alongside children and talk about their activities, enhancing their learning satisfactorily. For example, staff show children how to dig in the soil, fill plant pots and successfully turn them out to make a castle. Small group activities provide opportunities to sing counting songs, and prepare children for their future learning by encouraging listening skills. However, staff do not always engage effectively with all children at these times, and concentration quickly wanes. Staff assess children's progress and share details with parents during meetings and by using home diaries. However, staff do not always use these assessments accurately enough to be able to plan challenging next steps according to children's interests. As a result, children make satisfactory, rather than good progress at playgroup.

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

Children and families are given a false sense of security due to the weaknesses in the leadership and management. Therefore, children's welfare is not assured. However, staff get to know the children well, forming caring relationships. Children move around independently and are able to follow routines. Staff offer timely reminders about appropriate behaviours at playgroup, and this helps children to learn what is acceptable and what is not. Although there are plenty of toys and resources, they are not always organised or used to the best advantage. The environment is also less accessible for younger children as chairs are too high and aprons are rather large. This inhibits younger and smaller children in their activities. Staff make daily checks to the learning environment and encourage children to undertake their own visual checks. This helps to develop children's sense of safety as they learn to identify hazards for themselves. Children's independence is encouraged during snack time when they wash their hands and pour their own drinks. Staff also prepare activities to help children learn about healthy foods.

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

The committee has insufficient knowledge and understanding of the requirements of the Early Years Foundation Stage. Ofsted has not been informed about changes to the members of the committee. Furthermore, it is not evident that the necessary Disclosure and Barring service checks have been carried out. This results in the full suitability of the committee not being assessed to ensure they are suitable to manage the playgroup. Nevertheless, background checks have been carried out for staff to assess their suitability. Staff have attended safeguarding training and know what action to take regarding child protection. The manager and staff carry out some self-evaluation. However, areas for improvement are not clearly identified or focused on improving outcomes for children. Staff attend training when appropriate and have supervision on a regular basis. However, this does not focus effectively on improving teaching skills. Partnerships with other

professionals and providers are satisfactory. Parents offer positive feedback about the playgroup and staff. They state that children's confidence, speech and early writing skills have all been enhanced since attending.

Setting details

Unique reference number	221882
Local authority	Cambridgeshire
Inspection number	865993
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	26
Name of provider	Jack & Jill Playgroup Committee
Date of previous inspection	24 November 2009
Telephone number	07952 534 448

Jack and Jill Playgroup was registered in 1978. The playgroup employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday term time only. Sessions are from 9am until 3.15pm on Monday, Tuesday, Wednesday, and from 9am to 12 noon on Thursday and Friday. The playgroup provides funded early education for two-, three- and four-year-old children.

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