

# Jumping Beans, Garratt Park Playgroup

Garratt Park One O'Clock Centre, Siward Road, LONDON, SW17 0LA



## Inspection date

Previous inspection date

2 July 2015

19 May 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- On occasions, staff do not use effective teaching and questioning methods, which has an impact on allowing children to make good progress.
- Management procedures to mentor and support staff are not fully effective in enabling them to continue to develop and extend their current practice.
- Managers do not monitor children's progress in a meaningful way. This limits their ability to identify any gaps in children's learning and put suitable teaching strategies in place to address these.
- Sometimes, daily routines mean that staff spend too much time keeping children occupied while they wait rather than helping them learn. As a result, children become restless.

### It has the following strengths

- Children form good relationships with all staff. As a result, they feel valued, supported and secure.
- Staff build strong partnerships with parents, meaning that children receive consistent care and learning. Parents appreciate the support they get from staff in regard to helping children settle and informing them about their child's progress.
- Staff show a good understanding of their role in keeping children safe. They know the possible signs that a child is at risk of harm and understand what to do if they have concerns about a child.

## What the setting needs to do to improve further

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

- ensure staff's professional development needs are identified and met through ongoing support and training so that the quality of teaching and learning is improved
- improve the method by which managers monitor all children's learning in order to draw up precise plans which enable each child to make good progress from their starting points.

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

- develop staff's use of questioning to ensure consistent support for children's learning
- review daily routines to make sure that children spend as much time as possible engaged in purposeful play.

## Inspection activities

- The inspector spoke to staff and children present.
- The inspector observed activities taking place indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector reviewed documentation including Disclosure and Barring Service records, policies and children's development records.
- The inspector spoke to parents during the inspection and took account of their views and opinions regarding the provision.

## Inspector

Sangeeta Gardiner

## Inspection findings

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

Staff provide a suitable range of resources and activities both indoors and outdoors. This provides children with appropriate opportunities to make their own choices in play. Staff base activities on children's interests. This helps to engage children and motivate them to concentrate well. Generally, staff support children appropriately as they count fingers and sing number rhymes to promote mathematical skills. They encourage children to recognise and identify letters of the alphabet. However, at times staff overlook opportunities to question children effectively and extend their learning. For example, some staff ask children questions that only require a 'yes' or 'no' answer. The routine of the session means that too much time is spent keeping children occupied rather than teaching them. For example, at snack time children have to wait a considerable length of time and become restless. Staff observe children regularly and use this information to ensure activities meet individual learning needs. However, the management team does not robustly measure children's progress. Consequently, it does not identify any emerging gaps in children's development and promptly address these.

### **The contribution of the early years provision to the well-being of children is good**

Staff collect information from parents about children's care routines and individual needs, which enables them to support children well from the outset. They encourage children's personal independence as they help them learn to wash their hands and help themselves to snack. Staff provide healthy and well-balanced food and encourage children to think about how to look after themselves. The outdoor area is available for much of the session and provides children with good opportunities to exercise in the fresh air. Staff teach children how to manage their safety both within the setting and when they go out on visits. Children are mainly well behaved as staff explain what is expected of them. Staff support children's move into school or nursery by planning related activities and inviting staff to meet the children in a familiar setting.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

Children's safety is paramount and all the staff have recently attended safeguarding training. Managers use robust recruitment procedures to ensure all staff are suitable to work with children. Staff are qualified and have regular appraisals. However, managers do not closely monitor the effectiveness of teaching to identify all training and development needs. This results in some weak staff practice. They also fail to effectively analyse children's progress in order to identify gaps in the learning of individual children or groups of children. The manager and staff use self-evaluation and knowledge gained from training to make improvements to the provision. For example, following training about literacy they introduced new activities and more opportunities for children to recognise their names. Parents are provided with good opportunities to give feedback on the

provision.

## Setting details

<b>Unique reference number</b>	EY284330
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	833632
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Jumping Beans Garratt Park Playgroup
<b>Date of previous inspection</b>	19 May 2009
<b>Telephone number</b>	0208 9477 318 or 07503994183

Jumping Beans Garratt Park Playgroup was originally registered in 2008 and is run by a management committee. It operates from purpose-built premises which are located in Garratt Park, in the London Borough of Wandsworth. The setting employs three members of staff, all of whom hold appropriate early years qualifications at level 3. The playgroup is open during term time from 9.15am to 12.15pm, Monday to Friday. The setting provides funded early education for three- and four-year-old children.

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