

Jack and Jill Playgroup

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



Inspection date	14 July 2015
Previous inspection date	12 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
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		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Leaders and staff have made significant improvements since their last inspection. They have established a rigorous self-evaluation process and successfully implemented actions to drive improvement.
- Staff are enthusiastic and promote learning and development by following children's interests. Consequently, children are interested and engaged in activities. They acquire good skills to support their future education.
- Staff establish good partnerships with parents. They share information regularly regarding children's progress and next steps in learning, together with ideas for parents to support children's continued progress at home. Children benefit from this consistent approach and make good progress.
- Staff are friendly and approachable. Children demonstrate they feel safe and secure and they seek reassurance from staff when they are upset. They are confident to explore and play and enjoy their time at the playgroup.
- Children are well prepared emotionally for the move to school. Staff invite teachers to meet the children in familiar surroundings and talk to them about school routines.
- Arrangements to safeguard children are good. Staff thoroughly understand their roles and responsibilities to protect children from harm.

It is not yet outstanding because:

- Staff are sometimes over eager when promoting children's communication and language development. They are not always mindful of adjusting their approach for some of the youngest children attending.
- The initial information that staff obtain from parents about their children is not sufficiently detailed to fully support the identification of children's precise learning needs.

What the setting needs to do to improve further

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

- give younger children more time to think about questions posed by staff, as they consider and formulate their response
- extend the level of initial information obtained from parents to include further details of children's learning and development in order to plan more precisely for their continued progress from an early stage.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both inside and outdoors.
- The inspector spoke with staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at evidence of suitability of staff and committee members, children's records, planning documentation and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector reviewed the playgroup's self-evaluation and action plan.

Inspector

Gail Warnes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children arrive happily and settle quickly at the various activities. Staff know the children well and ensure there is a wide range of activities to reflect children's individual interests. Staff are wholly focused on supporting children's progress as they pursue their individual interests and play. They talk to children about what they are doing and ask effective questions that promote their deeper thinking and problem-solving skills. For example, when children roll egg-shaped balls in the playground, staff encourage them to think about why the ball's movements differ to those of a round-shaped ball. However, staff do not always adjust such techniques for the younger children. Sometimes these children do not have sufficient time to fully process what they have heard and formulate their reply. Staff successfully implement skills gained from recent training as they observe the children and assess their progress. They identify children's individual next steps in learning and maximise opportunities for children to make good progress through adult-led activities and their own interests.

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

Staff ensure settling-in arrangements are flexible to meet children's individual needs. They work closely with parents to gather information about what children do and their interests when they first start. However, some of this information does not include enough detail to enable staff to plan more precisely to maximise children's early progress. Children are confident and develop good independence as staff encourage them to try things for themselves, such as helping to share shaving foam for each child during a messy play activity. Children learn to keep themselves and each other safe as, for example, they help to tidy toys away at the end of the session. Staff are good role models and children behave well. They learn to respect and value each other's differences and friendships flourish. Staff teach children about the benefits of eating healthy foods. They enjoy fruit snacks and grow their own vegetables.

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

The manager and committee have demonstrated a strong commitment to lead the playgroup's improvement. Vetting procedures for committee members are now completed and protocols updated to ensure the requirements of the Early Years Foundation Stage are met. Leaders continue to frequently review the effectiveness of playgroup's practice and target training to develop staff's skills to better support children's needs. Assessments of children's progress are scrutinised to identify any gaps in individual children's progress and the effectiveness of practice. This contributes to leaders identifying further areas to improve, such as supporting communication and language development, which is included in future training plans. The manager regularly conducts review meetings with staff to support and develop their practice to improve opportunities for children to make good progress. Staff establish good links with professionals to support children with special educational needs and/or disabilities. Parents value the service the playgroup provides.

Setting details

Unique reference number	221882
Local authority	Cambridgeshire
Inspection number	1007257
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	28
Name of provider	Jack & Jill Playgroup Committee
Date of previous inspection	12 February 2015
Telephone number	07905575216

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 12pm on Thursday and Friday. The playgroup provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities.

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