

# Jessopp Road Playgroup

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



## Inspection date

14 June 2017

Previous inspection date

6 February 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

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

- The leadership and management team has not provided Ofsted with the required information so that checks can be completed to confirm the suitability of all members of the management committee.
- Staff do not always help children to learn about risks so they understand how to keep themselves and others safe.
- The manager does not evaluate the progress different groups of children make, to help her to identify where learning can be targeted so that children make rapid progress.

### It has the following strengths

- The manager and small staff team work closely together. They are supportive of each other and share ideas and suggestions for how they can continue to develop practice. They attend training to update their skills and share their new learning with others.
- Children are eager and motivated learners. They enjoy to take part in activities that staff plan for them. They show determination as they take on challenging tasks and play imaginatively using a wide range of resources.
- Those children who speak English as an additional language are confident and communicate well through gesture and a growing range of vocabulary. Staff model language for children to hear and are responsive to their efforts to communicate.
- Children develop good friendships with their peers. They learn to value others and listen intently to each other as they share information about their life outside of the setting.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ provide Ofsted with the required information, so that checks can be completed to confirm the suitability of all members of the management committee.	14/07/2017

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

- help children to understand the need for safety, and consider and manage some risks when tackling new challenges
- evaluate information from checks made on the progress of groups of children, to identify how provision can be specifically targeted so those groups make high rates of progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The management committee has not provided Ofsted with the required information so that all necessary suitability checks can be completed on all of its members. However, Disclosure and Barring Service checks have been completed on all members and they do not have unsupervised access to children. Robust recruitment procedures are followed to ensure all staff who work with children are suitable for their role. Safeguarding is effective. Staff know the procedures they must follow if they are concerned about children's welfare. They seek additional training to ensure their knowledge is up to date. Children's individual progress is regularly assessed. However, the manager does not look at the progress specific groups of children make, so that provision can be closely targeted to the learning needs of those groups.

### Quality of teaching, learning and assessment is good

Staff know the children well. They use information from the assessments they make of children's learning to plan activities which challenge them. Children eagerly take part in a threading activity. Staff demonstrate and guide children who are keen to have a go for themselves. They show determination and persistence as they carefully thread and pull. Children enjoy to challenge themselves. They ask staff what letter comes next as they attempt to write their name. Children play imaginatively, they use resources creatively as they pretend to prepare food. Staff work closely in partnership with parents. They share information with parents about the progress children make and discuss any concerns they have about children's development with them.

### Personal development, behaviour and welfare require improvement

The identified weakness in the leadership and management of the setting demonstrates a lack of rigour when promoting children's welfare. Despite this, staff keep children safe. They communicate well with each other so that children are supervised at all times and are engaged in learning. Staff sometimes miss opportunities to promote children's deep understanding of risk, for example, they do not explain how children can minimise risk and sweep up sand off the floor. Staff teach children to be kind and use good manners. They learn that it is kind to share resources with their friends. Children are independent and serve themselves a healthy snack. They enjoy to play outdoors. They excitedly ride on bicycles and scooters to promote their physical development.

### Outcomes for children are good

Children progress well in their learning. Those children who speak English as an additional language develop confidence to communicate and form good relationships with others. Children engage well in a wide range of learning opportunities and are keen to learn. They are prepared well for the next stage in their learning, such as school.

## Setting details

<b>Unique reference number</b>	254134
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1087724
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Jessopp Road Playgroup Committee
<b>Registered person unique reference number</b>	RP527959
<b>Date of previous inspection</b>	6 February 2014
<b>Telephone number</b>	01603 458702

Jessopp Road Playgroup registered in 1992. The playgroup employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The playgroup opens from Monday to Thursday during term time. Sessions are from 9am to midday on Mondays, Tuesdays and Thursdays and from 9am to 3pm on Wednesdays. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup supports children who speak English as an additional language.

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.

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