

# Jimmy D's

Deeping St. James County Primary School, Hereward Way, Deeping St. James, PETERBOROUGH PE6 8PZ



<b>Inspection date</b>	13 March 2019
Previous inspection date	14 March 2018

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

## Summary of key findings for parents

### This provision is good

- Good progress has been made since the last inspection. The manager, early years teacher and committee have worked hard to address the actions raised. The early years teacher now monitors that the progress check for children aged between two and three years is completed appropriately for all children. The manager and committee have increased their understanding of the required suitability checks for committee members.
- Staff offer a warm welcome to all children, parents and visitors. The classrooms are bright and airy learning environments. Children's work is displayed proudly on the walls and there are many activities and areas for children to explore.
- Children's behaviour is very good. They understand the expectations staff have of them because these are explained clearly. Children learn that it is important to be kind to one another, to share and not to hurt anyone. Staff are excellent role models regarding behaviour. Children are praised highly for their achievements and good behaviour, which boosts their self-esteem and reaffirms the high standards of behaviour expected.
- Staff work in close partnership with staff from the host school. This partnership is very effective in supporting children with the transition from playgroup to school.
- Overall, the quality of teaching in the playgroup is good. As a result, all children make good progress in their learning and development based on their individual starting points. Children who need additional support are identified, and appropriate strategies are put in place to ensure they make the best progress they are capable of.
- The food that staff prepares for children at lunchtime is not always healthy and nutritious. In addition, staff do not do as much as they can to support parents to provide healthy foods in their children's lunch boxes.
- Sometimes staff's teaching practice is overly directive because they dominate activities by talking too much and ask children questions which only require a one word answer. This somewhat limits the opportunities children have to process information, think, come up with their own ideas and test their theories out.

## What the setting needs to do to improve further

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

- provide food and drink at lunchtime that is healthy and nutritious, and work more closely with parents regarding healthy eating and how they can promote healthy food choices for their children
- support staff to enhance the quality of their teaching practice further to enable them to better support children to make excellent progress in their learning and development.

### 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 early years teacher.
- The inspector held a meeting with the manager, early years teacher and committee chairperson. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Clare Johnson

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff know the action they must take if they have any concerns about a child in their care or a colleague. The premises are secure and the environment is safe. Staff are vigilant in their supervision of children. Recruitment procedures ensure all staff are suitable to work with children. When new staff start, they are never left alone with children until they have completed a three-month probationary period and the manager has obtained an enhanced criminal records check for them. The manager, early years teacher and committee chairperson regularly reflect on practice and accurately identify priorities for improvement. They have plans to enhance the partnerships they have with parents and with other local schools to further improve outcomes for children. Staff have regular access to training, which has a positive impact on their practice. Parents speak highly of the setting. They comment on how much they appreciate the staff and they say that their children are happy and safe.

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

Staff plan a range of activities based on their knowledge of children's interests and developmental needs. Assessments of children's progress are accurate and help staff focus on what children need to learn next. Staff start the day by welcoming children and explaining the activities that are available. They ensure children know that the main aim of the session is for them to have fun and enjoy their learning. Children enjoy playing with staff. They are excited to play a game where they have to collect various items for their shopping trolleys. Children's listening and attention skills are promoted well through this activity. They concentrate, and learn to take turns and to include everybody.

### Personal development, behaviour and welfare are good

Children choose from a range of healthy foods at snack time. Children's independence is promoted well as they pour their own drinks and scoop cereal from a bowl. They skilfully use a fork to pick up pieces of fruit. Snack time is a social occasion where staff and children sit together and engage in interesting conversations about the day so far. Children learn the importance of good personal hygiene. They wash their hands after using the toilet and before they eat. Staff know children well and they form close bonds with them, which helps children to feel safe. Children look to staff for reassurance before they approach visitors. They are confident to talk to new people knowing that the staff they trust are there to keep them safe. Children have the choice to play indoors or outdoors each day. They enjoy physical play outdoors in all weathers.

### Outcomes for children are good

Children's early literacy and communication skills are promoted well. They engage in conversations with each other during imaginative role play. Children share the care of the baby dolls and enjoy cooking pretend food for each other, chatting as they play. Children independently select the books they would like to read and enjoy sharing a story with a friend. Staff make good use of additional funding to support children's progress. They commission a sports coach to come into the setting to provide specialised sessions which support children's personal, social and emotional development as well as their physical development. Children are prepared well for starting school.

## Setting details

<b>Unique reference number</b>	253769
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10089358
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Jimmy D's Committee
<b>Registered person unique reference number</b>	RP907848
<b>Date of previous inspection</b>	14 March 2018
<b>Telephone number</b>	01778 382 562

Jimmy D's registered in 1995. The setting employs 12 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The early years teacher holds qualified teacher status. The playgroup opens from Monday to Friday during school term time only. Sessions are from 9am until 3.15pm. The out-of-school club opens from 7.45am until 8.50am and from 3.25pm until 6pm during school term time. The holiday club opens from 7.45am until 6pm during the school holidays. The playgroup provides funded early education for two-, three- and four-year-old children.

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