

Jiminy Cricket Playgroup

The Cricket Pavilion, Horsell Moor, Woking, Surrey GU21 4NH



Inspection date	12 June 2019
Previous inspection date	27 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The manager, who is the special educational needs coordinator, is dedicated and passionate about her role. She works extremely well with parents and other professionals involved in children's care. Individual support plans are in place to ensure that the learning needs of children with special educational needs and/or disabilities (SEND) are met effectively.
- Parents speak highly of the care and learning opportunities that children receive at the playgroup. Staff successfully involve parents in contributing to their children's learning. This has a positive impact on the good progress that all children make from their starting points.
- Children thoroughly enjoy their time at the playgroup. They are kind and caring and behave well, as they play happily together. Staff help children to develop good social skills and support their emotional well-being effectively.
- Staff promote children's physical skills well. They provide a wide variety of activities which help to build on children's coordination and control. These skills help children to develop firm foundations for their future learning, including their eventual move to school.
- The manager monitors children's development effectively. She tracks groups of children's progress to help her identify any gaps in the provision. For instance, she has identified gaps in boys' literacy progress and made changes to the organisation of the playgroup to provide more opportunities for their spontaneous writing.
- The manager completes regular supervision meetings with staff. However, she does not consistently focus on the professional development of existing staff as well as she does for new staff, to further improve the quality of teaching.
- Staff do not always make the most effective use of their assessments to focus more precisely on what children need to learn next, to help them make the best possible progress.

What the setting needs to do to improve further

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

- broaden the opportunities for staff training and development to build on the good quality of teaching
- make best use of assessment to plan precise next steps to help children make more rapid progress in their learning.

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 completed a joint observation with the manager.
- The inspector spoke with staff and children at convenient times during the inspection.
- The inspector looked at a selection of the playgroup policies, at evidence of suitability of all staff and children's records and discussed self-evaluation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and through their written views provided for her.

Inspector
Tara Naylor

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of child protection procedures. They benefit from regular training to help them to fulfil their roles and responsibilities in keeping children safe. Staff know what action to take if they have concerns about children's welfare. The manager implements robust recruitment procedures when employing new staff. This helps to ensure the suitability of all staff who work at the setting. The manager uses self-evaluation to help her drive improvement. She seeks the views of children, parents and staff and takes account of their views when making changes. For instance, additional resources are sought to promote the choices children make. The manager skilfully uses their choices to promote mathematical learning experiences. In turn, this helps to ensure children are motivated to learn.

Quality of teaching, learning and assessment is good

Staff have a good understanding of children's individual interests and abilities. They capture opportunities to build on what children know and can do well. For example, as older children experiment with matching laminated pictures of coins, staff teach them about the numbers on each coin. Staff who work with children who need additional help with their learning provide good support, particularly with their communication and language. For instance, they use picture communication cards to help children make choices about their play. They praise children and support them in developing good attention skills. Staff make regular observations of children's progress. They share this information with parents regularly to keep them informed of their good progress. Parents work closely with staff to promote learning at home. For instance, they have helped children learn to care for sunflowers and share measurements of how big their flowers have grown.

Personal development, behaviour and welfare are good

Children develop good relationships with staff. There is a happy atmosphere in the playgroup, which helps younger and less confident children settle well. Staff promote children's independence effectively. For instance, children learn how to use tissues to wipe their noses and dispose of these hygienically. Staff promote healthy eating well. They work well with parents to ensure children benefit from very healthy snacks. This helps children to learn about how to maintain their own physical well-being. Children benefit from opportunities to be physically active. For example, they enjoy using ride-on cars outside and enjoy acting out 'The Bear Hunt', as they pretend to run through the wet grass.

Outcomes for children are good

All children, including those with SEND and those who speak English as an additional language, make good progress from their starting points. Children are confident communicators. They develop good listening and attention skills and engage well in activities which interest them. Older children develop good mathematical skills. They recognise numbers and are able to count confidently. Younger children develop good physical skills, such as using brushes to draw lines and circles.

Setting details

Unique reference number	120081
Local authority	Surrey
Inspection number	10066238
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	3 - 5
Total number of places	28
Number of children on roll	30
Name of registered person	Rose, Sheila
Registered person unique reference number	RP511982
Date of previous inspection	27 April 2016
Telephone number	01483 720120

Jiminy Cricket Playgroup registered in 1992. The playgroup operates from a cricket pavilion at Horsell Moor, Surrey. The playgroup's opening times are 9am to midday, Monday to Friday, during term time only. The playgroup receives funding to provide free early education for children aged two, three and four years. There are seven members of staff working directly with the children, all of whom hold relevant early years qualifications at level 2 or above.

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