

Inspection of Jack and Jill Playgroup

Friday Bridge Primary School, Maltmas Drove, Friday Bridge, Wisbech PE14 0HW

Inspection date: 13 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff create a warm and welcoming environment for children to help them feel safe and secure when they arrive. Children who are unsettled receive caring, sensitive support and reassurance from staff as they leave their parents.

The qualified and experienced staff provide exciting and engaging forest-school sessions, where children get plenty of fresh air and exercise. Staff support children to understand the natural world as they take pleasure in searching for bugs together. Staff teach them how to handle insects with care and spend time looking at their fascinating features. As a result, children are keen and motivated to learn. They are eager to carry out their investigations independently, using tools such as magnifying glasses and binoculars to examine them in detail.

Staff have high expectations of behaviour and regularly remind children of the playgroup rules. As a result, children learn about expectations and boundaries of good behaviour and, in turn, are kind and caring towards each other. For example, they enthusiastically dig in the mud pit and when dirt scatters on their friends they quickly dust them down apologetically.

What does the early years setting do well and what does it need to do better?

- Partnerships with parents are strong. Staff involve parents in their children's learning and hold regular meetings with them to ensure that they are well informed about their children's development. Parents say their children have made good progress since attending the playgroup. Similarly, gaps in learning are beginning to close for children with special educational needs and/or disabilities. The special educational needs coordinator and manager work closely with parents and external agencies. They plan and monitor targeted teaching strategies to support children's development.
- Children confidently express their opinions, make informed choices and are independent learners. For example, they peel their own fruit at snack time, help themselves to water and take responsibility for their self-care and toileting needs throughout the day. Staff regularly praise children for their efforts. This helps to boost children's self-confidence.
- Children begin to learn about the importance of oral hygiene through related songs and discussions with staff. Children can identify and talk to staff about the impact that bad foods have on their teeth.
- Staff weave mathematics into daily activities. For example, staff encourage children to count how many staff members and children are in attendance for the session. Staff write the numbers on the whiteboard and children are confident in recognising them correctly.
- Children have fun playing games with staff, such as hide and seek. This helps

them to build their social skills as they play with others, learn to take turns and work effectively in teams. Children develop problem-solving techniques as they find the best places to hide. They excitedly laugh and giggle in anticipation of being found.

- Children persevere and show a willingness to succeed when faced with challenging activities. For instance, children use all their strength and determination to operate the hand drill to make holes in wooden discs for necklaces. They follow instructions from staff to help keep themselves safe.
- The manager is reflective and accurately evaluates the playgroup. She has identified strengths and areas for further development, such as improving systems for children who speak English as an additional language. The manager strives to deliver high-quality care and education. However, sometimes when planning, staff focus more on activities they want to provide and less on what it is children need to know or do next to reach their full potential.
- Overall, staff support children's communication and language development well. They know children's interests and engage them in regular conversations during their play. However, on occasions, staff do not give children the opportunity to share their own thoughts and ideas. This means that, at times, children do not have the chance to develop their thinking skills and vocabulary even further.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff are aware of their roles and responsibilities to protect children from harm. Staff undertake regular safeguarding training. This helps them to recognise the signs and symptoms of abuse and neglect. Staff understand that children may be subject to issues such as extremism and radicalisation. They know the reporting procedures to follow should they become concerned about the welfare of a child or the conduct of a colleague. Staff are deployed effectively, and children are constantly supervised to ensure that they remain safe at all times. All staff complete paediatric first-aid training.

What does the setting need to do to improve?

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

- improve planning to identify more precisely what children need to learn from an activity so that their learning is maximised
- strengthen staff's interactions with children further to offer them more support to think critically, share their own ideas and extend their learning.

Setting details

Unique reference number	2621985
Local authority	Cambridgeshire
Inspection number	10289311
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	15
Name of registered person	Jack and Jill Playgroup CIO
Registered person unique reference number	2621983
Telephone number	07426979350
Date of previous inspection	Not applicable

Information about this early years setting

Jack and Jill playgroup registered in 2021. It is located in a building on the site of Friday Bridge Community Primary School, Wisbech. The playgroup employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The playgroup opens from 8.45am to 2.45pm on Monday to Thursday, and 8.45am to 11.45am on Friday, during term time only. The playgroup is in receipt of funding for early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marie Walker

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the playgroup.
- The manager gave the inspector a tour of the playgroup and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education, indoors and outdoors, and evaluated the impact on children's learning.
- The inspector carried out a joint observation with the manager to consider the quality of teaching and learning.
- Discussions were held with staff, parents and children at appropriate times throughout the inspection.
- A meeting was held between the inspector and the manager, to discuss the running of the playgroup.

We carried out this inspection 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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