

# Jack & Jill Playgroup

Inspection report for early years provision

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**Unique Reference Number** 147559  
**Inspection date** 09 October 2007  
**Inspector** Pauline Nazarkardeh

**Setting Address** All Saints Church Hall, Cricklewood Lane, London, NW2 2TJ

**Telephone number** 07956 260406

**E-mail**

**Registered person** Elaine Collins

**Type of inspection** Integrated

**Type of care** Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Jack and Jill Playgroup has been registered since 1992 and is affiliated to the Pre-School Learning Alliance. It caters for children age from two to five years. The group opens five days a week during school term times. Sessions are from 09.15 until 12.00.

The playgroup is situated in a pleasant, bright church hall in the London borough of Barnet. There is a new outside play area which is easily accessed by the children.

There are currently 17 children aged from two to under five years on roll. Of these, there are 10 children who receive funding for early education. The playgroup currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The playgroup employs five members of staff. Of these, four hold appropriate early years qualifications and one is working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's good health is promoted in premises that are maintained to a high standard of cleanliness. Effective systems are well implemented to reduce the risk of infection and prevent the transmission of communicable diseases. For example, paper towels are provided which children access and place in the bin after use. Children learn about the importance of keeping their bodies healthy through the daily routines which they know well. Pictures placed in the toilets guide children how to wash their hands in preparation for snack time and after using the toilet. Staff are able to act in the best interests of the children should they require medical attention, as the majority of them are first aid trained. Clear policies and procedures ensure that all emergencies are dealt with effectively.

Children are provided with varied, healthy and nutritious snacks. They enjoy choosing from the selection of fruit that the staff prepare for them. Staff sit with the children and encourage them to try out foods they would not normally taste. The children enjoy the experience and are comfortable to make staff know what they do not like, one child in particular makes staff aware that she does not like bananas. Children are encouraged to help themselves to drinks if they need one and the systems in place, which allow children to independently access drinks, is excellent. Staff protect the welfare of children with special dietary needs and work closely with parents to ensure they fully understand and accommodate individual requirements.

Children move with confidence, showing that they have a good perception of spatial awareness. They have frequent opportunities to develop their fine manipulative skills. They thread beads, use scissors with skill and enjoy using a variety of small world toys. When the exciting outdoor area has been completed children will have excellent opportunities to participate in physical play and enjoy regular fresh air.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children benefit from a warm and welcoming physical environment where the staff set up and put the equipment away every day. Children arrive happily and settle very quickly, which is striking as many of the children are very new to the setting. Children's work and their photographs are displayed which provides children with a sense of belonging. They have access to an excellent range of toys and equipment which are set up daily by staff. Children make independent choices as they are able to select resources of their own choosing. All resources are of good quality and well maintained to ensure that children can play and learn safely.

Staff put practices into place in order to help keep children safe. These include the organisation of the premises to prevent children from running around and the ban on staff or visitors having hot drinks anywhere near children. Ongoing risk assessments of the premises and outside area ensures that all potential hazards are identified and reduced. There are effective procedures in place for the safe arrival and collection of children. At the end of the session staff wait ready to greet the parent/carers and ensure that children only leave with adults who are known to them. Fire drills are practised at regular intervals so that children are aware of how to proceed in the event of the premises needing to be evacuated.

The play leader has a clear understanding of child protection procedures. Although the staff have undertaken training they rely on the play leader for guidance on what action to take if they have concerns about a child in their care.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children feel very secure in the calm, well organised and welcoming atmosphere. They settle well into their regular routines of the day, which helps build their self-confidence. The daily routines allow children to move freely around the large hall, deciding what they want to play with and to select from the resources available to them. There are opportunities to allow children to select resources of their own choosing.

Children show great interest in all activities and spend sustained periods of time concentrating on their self-chosen activity. They enjoy choosing hands on activities such as making a farm and this captures their interest and provides many opportunities to explore and experiment. One four year old says 'I love making the farm'. Staff provide excellent levels of support for all children, they are always alert to what they are doing and are ready to guide and encourage when necessary. This helps to build children's growing confidence and self esteem.

### **Nursery Education**

The quality of teaching is outstanding. All practitioners have a sound knowledge and understanding of the Foundation Stage curriculum. Children's progress is carefully monitored and recorded well, through the use of regular observations and pictorial evidence which enable staff to plan the next stage in learning and development. Staff understand the needs of individual children and provide a range of purposeful activities and learning experiences, through a well planned curriculum. They create a stimulating environment in which children can explore and investigate. The methods of teaching provide challenge and staff have realistic expectations and support children well to enable them to achieve their full potential.

Throughout the day children are focused and engaged in their play. They show a willingness to co-operate with one another and readily share and take turns, which promotes their awareness and respect of others. Children have warm and friendly relationships with both staff and each other, which gives them confidence to ask questions in order to develop their thinking. They freely move around selecting activities independently. Children listen with interest and respond to their favourite stories and songs. They are encouraged to develop mark making skills in a variety of opportunities and staff ensure a range of resources are set up for them on a daily basis to support this. For example, they make lists in the role play corner and spontaneously write their names on their work. Children are confident speakers. They readily join in conversation with staff and visitors. They share their experiences and show their feelings, for example one child talks about her friend moving away from the area.

Children can say, use and recognise numbers in order and count reliably up to 10 everyday objects; they have opportunities to undertake simple calculation during everyday activities. Children's measuring skills are encouraged as they participate in activities which provide a recorded account of their height which enables them to recognise similarities and differences. Children delight in the activities provided to develop their imagination. They have opportunities to act out scenarios in the role play area, where children are well supported by staff to enable them to extend their thinking and to experience purposeful learning opportunities. Children

participate in music sessions and sing songs that are familiar to them while playing instruments with confidence and precision.

### **Helping children make a positive contribution**

The provision is good.

Children are well supported as they play and staff recognise and value them as individuals. Staff are fully committed to providing an inclusive service and the children are beginning to develop an awareness of their wider society through planned activities. They play with resources promoting diversity, such as books, dolls and play people. Dual language resources are also used to help children who speak English as an additional language, however those available were not in the language used by the children attending.

Children behave very well because staff use positive behaviour management techniques. They are encouraged to play and work harmoniously together, which is supported by the regular praise given by staff. Older children willingly help new children through the routines of the setting, which promotes harmonious relationships and develops a sense of belonging for all. This positive approach fosters, children's spiritual, moral, social and cultural development well.

Partnership with parents is good. Parents are actively encouraged to become fully involved in the life of the setting. For example, they take part in a parents rota, play alongside their children on arrival to help settle them, they provide artefacts for interest tables and help develop the outdoor area. Staff are available each day to discuss children's progress and they share information through the well presented notice boards that are situated in the entrance and in the hall. All children are valued as individuals and their needs understood using the information gathered from parents. The strong relationships and ongoing dialogue between parents and the staff ensures a two way transfer of information, which enables children's individual development and changing needs to be fully met. Parents are keen to report that they are extremely happy with the setting with comments such as 'I value the commitment of the staff team' and 'I am confident that my daughters care needs are well met'

### **Organisation**

The organisation is good.

The children are cared for in a secure and friendly environment where they can learn and play happily. Children benefit from the constant supervision and continuous support due to the effective deployment of staff, which enables them to enjoy their time at playgroup.

Children are cared for by suitably qualified staff who have been appropriately vetted due to the effective recruitment procedures. All staff have an excellent understanding of how children learn and they keep this knowledge up-to-date by undertaking additional training. The strong staff team work together extremely well and have many opportunities to contribute their ideas to ensure the continual wellbeing of all children.

All required mandatory documentation is in place and well maintained for the safe and effective management of the setting. Policy documents are made available to parents and clear information regarding Ofsted is displayed. All children's records are well maintained, stored confidentially and securely.

Leadership and management of the setting is good. Systems for monitoring, reviewing and evaluating the effectiveness of the nursery education within the setting ensures that all elements

of the curriculum are appropriately addressed. The excellent organisation of the setting and expertise amongst the established staff team ensures that all children receive a broad and balanced programme of activities that promote all areas of development and learning. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

The setting have effectively addressed the recommendations identified at the last inspection. Records are now easily accessed, the register is an accurate record of children's attendance and observations are used to plan the next steps in children's learning. Children can now also access a wide selection of resources and parents/carers are given opportunities to access their children's assessment records. These changes have improved the care and education provision for the children.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop staffs skills in how to handle child protection concern
- extend on the support available for children who speak English as an additional language.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue with the plans to provide children with regular opportunities to play outdoors

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)