



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 147559**

**DfES Number: 582472**

### **INSPECTION DETAILS**

Inspection Date      23/06/2004  
Inspector Name      Anne Bernadette Maher

### **SETTING DETAILS**

Day Care Type      Sessional Day Care  
Setting Name      Jack & Jill Playgroup  
Setting Address      All Saints Church Hall  
                            Cricklewood Lane  
                            London  
                            NW2 2TJ

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Elaine Collins

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Jack and Jill Playgroup has been registered since 1992 and is affiliated to the Pre-School Learning Alliance. It caters for two and a half to five-year-old children that live within the local community. Most of the four and five-year-olds go on to local schools and the families represent a wide range of ethnic, cultural, social and religious backgrounds.

The playgroup is housed in a pleasant, bright church hall that is shared with other users. The staff have to set up and put the equipment away every day, but they are allowed to leave displays and illustrations on the walls and notice board. There is also an outside garden area, which is used, in good weather, but at the moment only part of it is suitable for the children's use. There are plans to develop and improve this outside space.

There are currently twenty-five children from two to five years on the register. This includes eight funded three-year-olds and eleven funded four-year-olds. Children attend for a variety of sessions. The setting is not currently supporting children with special needs, or who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09.15 until 12.00. Five staff work with the children who are grouped together. The setting implements a key worker system, which allocates a number of children to each member of staff. All the staff have early years qualifications and they receive additional support and advice from a curriculum advisor employed by the local authority.

### How good is the Day Care?

Jack and Jill Pre School provides a good standard of care. The staff know the children they care and they work towards meeting their individual needs. However observations and records of what children can do in order to plan the next steps in their play and learning are not effective. The premises are warm and welcoming for

both children and parents with displays of children's work and information for parents available. There are a wide range of toys, resources and equipment available and accessible to children.

The staff have an understanding of how to provide a safe environment for children. There are systems in place to ensure the safe arrival and departure of the children. Staff have developed defined areas and they are considering new ways of utilizing all space available including the development of the outside play area.

The range and quality of activities offered is good. The staff show a good knowledge of individual children's interests and stages of development. They provide interesting opportunities for children to develop and learn. Children's independence and respect for each other is encouraged.

Parents are provided with an introduction booklet about the pre school and staff spend time exchanging information with parents about their children each day and there are regular parent teacher conferences. However the systems in place to keep parents informed and included about their child's development needs developing.

Documentation is well organised with systems in place to record and hold written records. The information needed from parents to provide care, which meets each child's individual needs, is in place. The system currently used to hold records securely is not effective.

#### **What has improved since the last inspection?**

There were no recommendations or actions made at the last inspection.

#### **What is being done well?**

- A stimulating range of activities are offered which are very attractively set out, children make choices from these and develop their own ideas.
- The diversity of the community's race, gender and ability are positively reflected by posters, books, resources and in children's play.
- Children's behaviour is good and the management of behaviour in general takes into consideration children's individual needs and stages of development.

#### **What needs to be improved?**

- the register needs to record children's actual time of arrival and departure.
- information for parents on their child's progress.
- the storage and accessibility of records.
- observations and records of what children can do in order to plan the next

steps in their play and learning

### **Outcome of the inspection**

Good

### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Keep an accurate up to date register which includes children's times of childrens attendance.
3	Observe and record what children can do in order to plan the next steps in their play and learning.
12	Provide opportunities for parents to receive regular information on their children's progress.
14	Ensure that all records relating to day care are readily accessible on the premises, held securely and available for inspection at all times.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Jack and Jill Playgroup provides a welcoming environment where children make generally good progress towards the early learning goals. Children make very good progress in the areas of personal, social and emotional development, and creative development. Generally good progress is made in the areas of mathematical development and communication, language and literacy, knowledge and understanding of the world and physical development.

The quality of teaching is generally good. Staff plan topics for children, however they are not always clear of the learning intentions. There are too few records of children's progress, and next steps in children's learning are not being identified and included in activity plans.

Leadership and management is generally good. The play leader is aware of some of the settings weaknesses however there are no effective system in place, as yet to address these. Staff are keen to develop their knowledge and skills and are willing to attend training to address weakness.

The group works well with parents. They are given access to written information about the provision and are verbally kept up to date. Parents are also provided with written information about their child's development however there are too few opportunities for parents to access and influence to records held.

### What is being done well?

- Children participate in projects with enthusiasm and learn about the natural world through the first hand experiences they are given.
- Children's imaginative play is well developed. Role play areas are well equipped and children's imagination is further stimulated by acting out stories using large equipment.

### What needs to be improved?

- planning of activities to show how children's written assessments are used to plan for their next stage of learning.
- opportunities for parents to access and inform the written observations and assessments which staff keep on their children.
- opportunities for children to write for a variety of purposes and access text for information
- activities which help to develop children's mathematical ideas and their ability

to problem solve

- opportunities for children to access large physical equipment
- opportunities for children to learn about every day technology.

### **What has improved since the last inspection?**

Improvements since the last inspection are generally good.

The grouping of children, staff deployment, the organisation of teaching and the daily routine has been developed and as a result children's behaviour, concentration and listening skills have improved.

The assessment of all children's progress making sure that written records are dated and gaps in children's learning are identified remains outstanding.

Daily activities now include pattern making and questioning why things happen and how they work.

Grouping of children has been addressed and now takes into account the needs of those that learn more quickly than the rest.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. They form good relationships with adults and their peers. They select resources for themselves and play independently. Children have a very good awareness of the behavioural boundaries and expectations within the setting. They are taught to work as part of a group, and are learning to take turns and share fairly. Children have good personal independence and show an awareness of their own needs and feelings.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children are making generally good progress in this area. They contribute their ideas and share their experiences. Many children recognise their own names and those of other children and they confidently attempt to write their names. The children are encouraged to develop their knowledge of letter formation however they have too few opportunities to write as part of their play. They can access a range of books however opportunities for children to use text for information is limited.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in mathematical development. They are learning to count through a range of practical activities. Children can identify 2D shapes although their knowledge of 3D shapes is less secure. Number songs, stories and rhymes are beginning to be used to introduce children mathematical language, however there are limited opportunities especially for older children, to engage in problem solving and calculations.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress in knowledge and understanding of the world. They talk about themselves and remember past events. They learn about their own religious beliefs and about people living in the community. Children have opportunities to build with a range of construction equipment. They explore life cycles to understand how and why things happen. Although the children have access to a computer there are too few opportunities for them to learn about every day technology.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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The children are making generally good progress in this area. They can handle a range of equipment with confidence. They manage scissors, pencils, small world and construction items with increasing control. There are too few opportunities for children to participate in large physical activities. Children have a good awareness of healthy practices in relation to eating, sleeping and hygiene. They are learning how to care for themselves, to wash, dress and help prepare snacks.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children make very good progress in this area. They use their imagination in art, design, dance, role play and stories for example role playing "Humpty Dumpty". Staff provide a wide range of creative resources for children to explore colour shape and form in two and three dimensions. They sing songs from memory, and express and communicate their ideas, thoughts and feelings by using a widening range of materials.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Key Issues
- Continue to develop planning to showing how children's written assessments are used to plan for their next stage of learning.
- Provide parents with regular opportunities to access and inform the written observations and assessments which staff keep on their children.
- Create more opportunities for children to:
  - - write for a variety of purposes and access text for information
  - - develop their ability to problem solve
  - - access large physical equipment
  - - learn about every day technology.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*