

Jack & Jill Playgroup

Inspection report for early years provision

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Inspector Caren Carpenter

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Jack and Jill Playgroup was registered in 1992 and is affiliated to the Pre-School Learning Alliance. The playgroup operates from a church hall within the London borough of Barnet. There is a secure enclosed garden for outdoor play.

The group is open each week day from 8.30am to 3.30pm during term time only. A maximum of 32 children aged between two years and eight years may attend. There is no provision for children aged less than two. There are currently 44 children in the early years age group on the roll who attend for a variety of different sessions. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the childcare Register.

The group supports children with special educational needs and/ or disability and also supports a number of children with English as an additional language.

The group employs 10 members of staff. Of these, six hold appropriate early years qualifications and four are working towards early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make exceptionally rapid progress in their learning and development at this truly inclusive provision. The group has an outstanding partnership with parents and carers which positively impacts upon the excellent progress that children make given their age, starting points and abilities.

The manager has a clear vision for the continuous development of the group and is working effectively with staff to improve standards for children and parents. For example, the manager is committed and keen for all staff to update their knowledge and understanding of current Safeguarding issues.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop staff understanding of current safeguarding issues and policies
- display a list of words from children's different home languages and use this to further develop children's speaking and listening skills.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are very effective. All staff are thoroughly vetted and there are rigorous systems in place to supervise visiting students and volunteers. Staff are aware of child protection issues and understand their responsibilities with regard to children's welfare. Although safeguarding procedures are in place and are in line with the Local Safeguarding Children Board procedures, the manager acknowledges that staff would benefit from updating their knowledge of the current Safeguarding procedures to follow should staff have any concerns about the welfare of a child in their care. Children's safety and security is given high priority at the setting and good quality risk assessments ensure effective actions are taken to eliminate identified risks and hazards.

The thorough procedures for evaluating daily practice and formulating clear action plans mean that the group shows good potential for continuing to improve the outcomes for children. The manager has a clear vision for the future and involves staff and parents in implementing improvements. Examples of recent improvements include further developing the well designed outside play area where children participate in an exciting range of interesting and stimulating play opportunities.

In addition, good improvements have been made since the previous inspection to address the recommendations regarding children who speak a language other than English. For example, staff now seek help and guidance from family members so that these children feel more included and at ease. The manager is committed to making further improvement in this area by displaying a list of key words from children's different home languages to develop these children's speaking and listening skills, and to encourage staff to use these words with such children. This will further enhance the setting's commitment to inclusion of all children and their families, and provide good examples to the other children about accepting difference.

There is a supportive management structure in place. This results in very effective teamwork. The staff work most efficiently together and with their key worker groups, they ensure a consistent and flexible approach for children and their parents. Staff work exceptionally well together as a team, they are very clear about their roles and responsibilities and have a strong commitment to continual professional development. The premises is well extremely well organised in order to meet the needs of the children and to ensure it is safe, secure and welcoming. An excellent range of resources are deployed to enable children to make outstanding progress in their learning and development. Detailed records, policies and procedures are in place and are shared well with parents. All reflect current legislation.

Overall, inclusion is promoted well by the group. All children are welcome to attend, whatever their social, cultural or religious backgrounds. Effective systems are in place to gather important information about their individual care needs and routines. Children are encouraged to develop a strong sense of community. Staff

have a genuinely caring approach and help children celebrate their differences and similarities to ensure they all feel valued and have a sense of belonging. In addition, the staff encourages families to contribute their expertise and ideas when celebrating a variety of cultural festivals and celebrations. Staff seek appropriate support from a range of professional agencies to ensure that children with learning difficulties and or disabilities benefit from a very positive and rewarding experience, and are able to attain their full potential.

Partnership with parents is outstanding. Staff carry out home visits to each child's home before they start at the nursery and use this superbly well to gather information from parents about their children's individual needs. The key person is very effective in keeping parents well informed of their child's progress. The informal friendly approach enables parents to verbally share their knowledge of their children with the staff. Parents are closely consulted on their children's development and are invited to regular meetings to discuss their children's achievements with the staff. In addition parents are encouraged to spend time within the nursery to participate in a variety of activities such as talking to children about their job roles.

Parents are overwhelmingly supportive of the nursery. Many commented on how much their children enjoy coming to the nursery every day and on the welcoming, caring and supportive attitudes of all the staff. This is evident in the enthusiasm and fun seen in the group. The manger has established links with another local nursery school to ensure continued progression of children's care, learning and development.

The quality and standards of the early years provision and outcomes for children

Children are happy and they flourish in a stimulating, well planned environment. They are making outstanding progress in their learning and development. Staff are dedicated, enthusiastic and work very well together to create a homely and child-centred environment. The group provides an excellent start to children's learning and play experiences. The excellent progress made by all children is the result of outstanding teaching and learning, underpinned by a rich and vibrant curriculum. Activities are extremely well planned and evaluated. Children are supported by the staff to be inquisitive and curious, to try new experiences and to explore their surroundings. The learning environment is arranged to promote children's choices and decisions about their play and to enable them to adapt activities to enhance their own learning.

Teaching is highly engaging and the staff have an excellent understanding of the children's next steps in learning. As a result they are flexible and build exceptionally well on the children's existing interests. Each child has a learning journey folder that is always accessible to their parents, which is sensitively written in a way which gives complete ownerships to the child. This includes photographic evidence of their work and clearly shows their progression during their time at the nursery. High-quality support is provided quickly and effectively, so that all children

make outstanding progress in all aspects of their learning and development.

Children are making outstanding progress in their communication, language and literacy development. They are learning early writing skills, and have excellent opportunities to write for different purposes. For example, they show their delight in writing and displaying their hospital and x-ray signs during imaginative play. Children's creative development is given very good attention as they express their own ideas, use a variety of art equipment. They also take part in role-play which is highly imaginative and rich in learning opportunities. Staff encourage children to think critically and solve problems. For example, they complete simple jigsaw puzzles and sort out objects by colours and sizes during an excellent range of many practical activities.

Children are developing an extremely good understanding of the importance of taking care of their environment. For example, by recycling various materials as well as learning about the importance of collecting rain water to water their plants. Children help to collect autumn leaves in preparation for making compost. Children thoroughly enjoy learning about living creatures. For example, children's interest and fascination with hedgehogs lead staff to plan excellent opportunities for children to explore and investigate why hedgehogs hibernate in the winter and the type of food they eat.

Staff have established effective systems to help children stay healthy for example, by explaining the importance of hand washing and good personal hygiene. Children are well supported to develop a healthy life style through the provision of healthy and nutritious snacks such as a selection of fresh fruits which they help to prepare at snack times. Staff skilfully extend children's understanding of food and nutrition by discussing the importance of including all food groups in their diet. Children recognise when they are thirsty and help themselves to fresh drinking water from the water fountains.

Children take part in a wide range of activities that enhance their physical development, for example they have a wonderful time in the garden as they confidently use a very wide range of outdoor play equipment where they practise their physical skills. Children are learning extremely well about how to keep themselves safe; they are encouraged to take small risks with close supervision of staff. Children take part in regular fire drills and are gently reminded about safety issues whilst playing and about keeping themselves safe when crossing the roads.

Staff have a loving and caring relationship with children, who form strong attachments to adults and other children within the group. Children are very well behaved as they take turns and contribute to the welfare of others as they help to tidy away at the end of an activity. Staff know individual children very well and provide them with an excellent level of sensitive and appropriate support.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met