

Jack and Jill Playgroup

Minerva Road, Strood, Rochester, Kent, ME2 3HN



Inspection date	10 January 2017
Previous inspection date	11 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 managers and staff evaluate their practice well. For example, they observe each other teach and interact with children. They provide constructive feedback to support future plans. This helps to have a positive outcome on children's learning.
- The well-established key-person approach helps children settle quickly and confidently into play. Children develop a positive level of well-being and self-esteem.
- Children learn skills that support their future learning well. For instance, they gain an understanding of mathematics, such as counting and recognising numbers.
- There are good opportunities for children to develop their imagination. For example children use materials to make dens and participate in role-play activities.
- Staff support children to understand the importance of healthy eating. For example, children take home a toy 'Cooking Ted'. They record their home cooking activities with parents and share healthy cooking ideas and recipes back at playgroup.
- Children have good opportunities to challenge their physical abilities. For example, they use a range of equipment to balance and climb, such as climbing walls.

It is not yet outstanding because:

- Staff miss some opportunities to ensure that large group activities fully engage and interest the younger children throughout.
- At times, staff do not extend the opportunities that children have to take a more active lead in their learning and develop their independence skills even further.

What the setting needs to do to improve further

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

- improve the effectiveness of large group activities to ensure that staff fully engage and interest the younger children throughout
- extend the opportunities that children have to take a more active lead in their learning and develop their independence skills even further.

Inspection activities

- The inspector observed staff's interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation with the playgroup manager.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The managers monitor the quality of teaching well. For example, they have one-to-one support meetings with staff and offer support and advice. This helps staff to reflect upon their own skills and continuously improve the experiences they provide to children. Staff keep up to date with new ideas. For example, they attend training beneficial to children. For instance, they attended a course on outdoor play to extend the opportunities children have to learn outdoors. Staff encourage parents to be fully involved in children's learning. For instance, parents share children's achievements from home. This helps to provide children with a consistent shared approach to their learning. The managers use additional funding well to support children's individual learning needs. For instance, they purchased additional team games to encourage the development of social skills. All staff have a good knowledge of the safeguarding procedures and know who to contact to follow up concerns about children's welfare. Safeguarding is effective .

Quality of teaching, learning and assessment is good

The managers and staff use effective ways to monitor and track children's progress. This helps them to highlight any gaps in children's development promptly and provide individual support to help them catch up in their learning. Staff work closely with other early years professionals. For instance, they share children's next steps in their progress. This helps to provide a positive level of consistency in children's care and learning. Staff support children to develop good communication skills, for example, they ask skilful questions to encourage them to think. Children participate in interesting ideas to help develop their creative skills, such as using straws to paint with.

Personal development, behaviour and welfare are good

Staff help to prepare children well for the move to school. Children visit the school and staff help them to become familiar with their new teachers and classes. Staff are positive role models for children. Children behave well and are polite to each other. For example, they compromise, learn to share and take turns as they play together. Children develop a good understanding of other people's similarities and differences in the wider world. For instance, they celebrate festivals traditional to other countries and religions.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress. They participate in challenging activities that require a good level of problem solving and teamwork. For example, children think about how to use a pulley system to successfully move a bucket from the floor to the top of the rope. Children learn good early writing skills. This helps them to develop skills for their future learning. For example, they confidently give meaning to the marks that they make.

Setting details

Unique reference number	EY452604
Local authority	Medway Towns
Inspection number	1062983
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	89
Name of registered person	Jack and Jill Playgroup (Strood)
Registered person unique reference number	RP521472
Date of previous inspection	11 March 2013
Telephone number	01634 717585

Jack and Jill Playgroup registered in 2012. It operates from a building within school grounds in Strood, Kent. The playgroup is open Monday to Friday from 9am to 3.30pm, term time only. The provider receives funding to provide free early education for children aged two, three and four years. There are 11 staff employed to work with the children. All staff hold relevant early years qualifications, including eight with a level 3 qualification.

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