

Jack and Jill at Saint Mary's

Inspection report for early years provision

Unique reference number EY343611
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Inspector Deborah Wylie

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Type of setting Childcare on non-domestic premises

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).

Description of the setting

Jack and Jill at St Mary's is run by a voluntary management committee. It was registered in November 2006 and operates from a modular building in the grounds of St Mary's Catholic Primary School in Harrington, near to Workington in Cumbria. A maximum of 26 children aged between three and five years may attend the nursery at any time. The nursery is open from 08.00 to 16.00 on weekdays throughout school term-times only. There are currently 26 children aged three and four on roll. Of these, 26 are in receipt of funded education. The setting is registered by Ofsted on the Early Years Register.

Children have access to a secure play area, toilets, lobby and secure outdoor space attached to the building that is kept for the sole use of the nursery children. Children also have access to the main school facilities, including the school dining hall and the computer suite. Children are admitted from the local and surrounding areas. The nursery supports children who have learning difficulties and/or disabilities. The nursery employs three permanent, core members of staff. They all hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are valued and nurtured as individuals at this inclusive setting by staff who are skilled at supporting their emotional needs particularly well. Children make satisfactory progress towards the early learning goals. The promotion of children's welfare is a strength of the setting and the setting has the capacity to make further improvements. Partnerships with parents and other agencies are satisfactory. Parents speak very highly of the setting because their children can't wait to come.

What steps need to be taken to improve provision further?

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

- improve planning and record keeping systems to support adults to monitor children's progress better and offer more suitable challenges to meet individual children's needs
- monitor and evaluate the provision to ensure that clear targets are identified for future improvement.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that there is a balance of adult-led and child-initiated activities delivered through indoor and outdoor play (Organisation).

29/06/2009

The leadership and management of the early years provision

Appropriate routines and systems ensure that children are safeguarded well at the setting with good quality risk assessments and regular reviews. Resources, such as staff and equipment, are deployed so that outcomes for children are satisfactory. Good administrative support from the school allows the manager to focus on tasks that are more directly related to improving outcomes for children. Self-evaluation is satisfactory as it highlights some of the setting's strengths and it takes account of parental feedback. However, a more detailed evaluation of the current observation, assessment and planning systems would support the setting to understand the significant potential that it has to further develop children's progress.

Partnerships with parents are satisfactory. While very positive relationships are in place, which start when staff complete useful home visits to new children, the current systems for developing a two-way flow of information about children's learning are not yet embedded. Documentation relating to policies and aspects of supporting children's welfare are completed very well, which ensure children are happy, safe and secure in their environment. However, monitoring the appropriate system of recording children's progress is not effective and so children's records of achievement are not maintained sufficiently to show that they make more than satisfactory progress.

The setting is well placed to meet the challenges of improvement. Previous recommendations from inspection have been very effectively met, supported by good relationships with the adjacent school. Recent improvements in the environment show the positive influence of the adjacent reception class, as similar equipment is provided and systems to increase independence are mirrored, offering continuity to children during transition. Along with the very positive relationship staff have with children, there is good capacity to improve.

The quality and standards of the early years provision

The exciting and stimulating environment offers children many opportunities to initiate their own learning in all areas of learning, both indoors and outdoors. Children play together with the vast array of toys and natural materials that are laid out attractively to sustain their interest and enjoyment. Adults support children well to cooperate with one another. Systems are in place to support children to be independent. At snack time, children enjoy very healthy snacks that they prepare as part of the daily routine. Silhouettes under equipment support children at tidy up time and children readily put their own aprons on before starting to use paint or play in the water.

Current planning systems offer children no more than satisfactory opportunities to learn and develop. Planning does not fully utilise the wide range of learning opportunities reflected in the environment as play is not planned and purposeful. Observations of children are haphazard and do not clearly link children's individual next steps for learning to the weekly planning system. Also, the arrangement to offer free choice to children on alternate days of the week does not ensure that

children access the required balance of adult-led and freely chosen activities, which is a requirement. This hinders the progress that children make.

Children are encouraged to stay healthy as adults explain how they will get big muscles if they eat their lunch. Adults also remind the children to come to drink their water and why it is important to do so. They remind children why they need to walk safely in pairs when they go to the adjacent school.

Children visit the school regularly throughout the week for a range of experiences and this supports transition to school very well. They show confidence in school and are developing their Information and Communication Technology (ICT) skills particularly well, an issue raised at the last inspection. During the weekly ICT session children competently click and drag items on the computer sensitively led and supported by school staff. Learning is further reinforced by colourful displays around the room in the setting.

Children's behaviour is very good throughout the sessions because adults constantly offer praise and encouragement and are positive role models. Good quality care is seen in the high level of commitment of staff to implement effective strategies that promote children's welfare. As a result children are happy, safe and really enjoy their time at the setting.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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