

Jack & Jill Pre-School

Inspection report for early years provision

Unique reference number	EY347082
Inspection date	18/03/2011
Inspector	Tracey Boland
Setting address	Village Centre, School Road, Bulkington, Bedworth, Warwickshire, CV12 9JB
Telephone number	07971 420665
Email	
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).

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 Pre-School opened in 1969 and re-registered in 2007. It operates from two rooms in a community centre in Bulkington, Warwickshire. All children share access to a safely enclosed outside play area. The pre-school serves the local community and surrounding areas.

The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There are currently 54 children on roll, all of whom are within the early year's age range. The pre-school opens five days a week during term time only and is open from 9am to 12pm and 1pm to 4pm Monday to Friday. Children are able to attend for a variety of sessions.

The setting currently supports children with special educational needs and/or disabilities. There is direct access to the setting.

The setting employs seven members of childcare staff. Of these, all hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning is promoted very well as the staff team are very knowledgeable about the Early Years Foundation Stage and have implemented it successfully. Their individual needs are effectively met through activities and clear routines are in place, however, at times these can be restrictive. Effective partnerships with outside agencies further support children's learning, as this ensures children have access to support that closely meets their individual needs. Good communication takes place between parents and staff who ensure that parents are kept up-to-date with their child's progress and achievements. Detailed documentation, policies and procedures are all in place and safety has been addressed in most areas. Staff see self evaluation as a positive approach to the ongoing development of the service.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment to cover anything with which a child may come into contact, with particular regard to the use of drawing pins
- improve the time available to children to allow them to concentrate on activities and experiences to develop their own interests.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge and understanding of their safeguarding responsibilities and provide effective arrangements that protect children. Staff recruitment procedures are robust and all staff are suitably vetted. Staff are well supported in their roles and see training as an important part of their professional development. Risk assessments are in place and most potential risks identified and steps taken to minimise them, however, the use of drawing pins within areas accessed by children compromises their safety. Comprehensive policies and procedures are regularly reviewed and the staff maintain a secure and safe site, ensuring that children are safeguarded well throughout their time at the pre-school.

The well organised environment supports children's learning and is adapted regularly to meet children's changing needs. Access to the outdoor area is well managed and children can access this area whenever they wish enabling them to further their learning opportunities. Each child is assigned a key member of staff who offers individualised support for the children in their care and liaises with parents.

The system for measuring the effectiveness of the pre-school is in place and staff continually look at ways to develop and enhance the service they provide. Staff value their partnership with parents and good communication takes place. They seek the views of parents and listen to any issues or concerns they may have. Staff take the time to get to know children and their parents and carers and a gradual settling-in period is agreed to encourage children's confidence in the setting and a feeling of security. Detailed information is shared with parents about the observations and assessments of their child's development and their future learning needs. Parents speak highly of the care they and their child receive and feel staff are approachable and committed to providing good quality childcare.

Children are actively encouraged to explore the well-resourced environment, which is attractively laid out for their benefit. Staff work cohesively with other agencies to support children who have learning difficulties and/or disabilities and children who speak English as an additional language.

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

Children's learning is very well supported by a caring and committed staff team. Children are encouraged to be self-reliant, by having access to activities that promote their independence and they self register when entering the setting. Clear routines are in place within the setting, however, at times these can impact on children's learning and play. For example, when involved in pretend play, children do not get sufficient time to concentrate and develop their own interests because routines are rigid, in particular in relation to snack time. Children extend their knowledge of the world around them through the many activities. They recognise

and celebrate different festivals, including Christmas and Chinese New Year which are celebrated with sensitivity and encourages children's awareness of their local and wider communities.

Children's learning points and preferences are closely monitored by staff who use their observations to plan for children's next steps. Children enjoy being able to freely select the toys and equipment they wish and resources are stored at a low level to enable them to do this with ease. The well-resourced play areas provide exciting experiences for children, for example, through drama where they re-enact their favourite story, 'The Three Billy Goats Gruff'. They balance on beams as they cross the bridge to get to the meadow, they use their voices to portray the troll and the goats and they have created their own masks for the characters. Children are so familiar with the story they re-tell it again to their peers and also introduce puppets. Staff support this extremely well and their skilful questioning encourages the children to think and recall.

Children's play activities are enhanced as they know that their enjoyment increases when they include their friends. They learn about numeracy through action songs, which help them to understand that you can add to and subtract from a number. Children who have special educational needs and/or disabilities and those who speak English as an additional language are ably supported through a range of considered strategies.

Children's behaviour is very good and they are kind, courteous and caring towards their friends. They support each other and learn to negotiate maturely. A combination of adult-led and child-led activities enable children to choose self-initiated play and to value the time they spend working together in groups. They enjoy exploring sensory experiences as they experiment digging in sand full of buried 'treasure', making marks with shaving foam and creating pictures of themselves, sprinkling cress on wet cotton wool for their hair and observing how it grows. They enjoy fulfilling literacy experiences as they listen carefully during group story time and enjoy using scissors, glue, sellotape and collage materials during creative play.

Staff ensure that children have a good understanding of healthy eating and the importance of diet and exercise. For example, by providing nutritious snacks, opportunities for physical play and through careful discussion about staying fit through music and movement and outdoor play. They also take the time to discuss with children the importance of staying safe and acting responsibly.

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	2
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	2

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	2
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	2

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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