

Jack and Jill Pre-School

Inspection report for early years provision

Unique reference number	300849
Inspection date	04/07/2011
Inspector	Tracey Outram
Setting address	Church Hall, School Lane, Stannington, Sheffield, South Yorkshire, S6 6DD
Telephone number	0114 2855954
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Jack and Jill Pre-School has been registered since 1973. The pre-school operates from Christchurch hall, which is in the Stannington area of Sheffield. The children have the use of two playrooms and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term times between the hours of 9.15am and 3.15pm. Children are able to attend for a variety of sessions. The pre-school is registered on the Early Years Register. A maximum of 23 children may attend the pre-school at any one time and of these none may be under two-years of age. There are currently 47 children attending the setting. The pre-school provides funded early education and supports children with special educational needs and/or disabilities.

The pre-school employs nine members of child care staff. Of these, five hold appropriate level three qualifications and three hold level two qualifications. In addition, one member of staff is working towards Early Years Professional Status and two of the staff who hold Level two qualifications are currently working towards Level three. The pre-school is a registered charity, which is managed and supported by a voluntary management committee. The setting receives support from the local authority and Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school provides a welcoming, interesting and enjoyable environment for the children. Members of staff are caring and demonstrate a sound understanding of how to address the children's learning requirements, along with their physical and emotional needs. In addition, they maintain positive and trusting partnerships with parents and other professionals who support the children in the wider community. The setting has a good capacity to improve because staff are reflective practitioners, who gather and reflect on the views of others in order to drive improvements.

What steps need to be taken to improve provision further?

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

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (suitable premises environment and equipment) 21/07/2011

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

- enhance planning for the outside play and where possible offer children more opportunities to make choices and move freely between the indoor and outdoor areas
- develop levels of challenge for the older children and enhance opportunities for sustained shared thinking by improving the use of open-ended questioning techniques
- increase opportunities for closer partnership working with parents, by looking at ways in which children's learning and development can be supported at home.

The effectiveness of leadership and management of the early years provision

Policies and procedures for safeguarding children and ensuring that all staff are suitably qualified and vetted are appropriate. For example, there are secure systems in place to monitor children, keep records and act without delay if there are any child protection concerns or worries about their welfare. In addition, effective procedures are in place to evaluate risks and keep the premises safe, through the implementation of daily safety checks. However, there is a breach of the requirements of the Early Years Foundation Stage because the setting has not kept a record of risk assessments.

Organisation of the daily routine is effective overall and members of staff take positive steps to work within the confines of the registered premises. They have successfully created an attractive environment, which provides children with a broad range of equipment and activities which support learning across the whole of the early years curriculum. The children freely access the activities and make good use of the quieter areas of the environment, such as the book corner that is available for relaxing and playing peacefully. The outdoor environment is used appropriately and offers children the freedom to be physically active and exuberant; however, the indoor and outdoor environments are not linked to enable the children to make choices and move freely between them. Similarly, planning for outdoor play does not receive the same level of consideration as indoor play. Staff are experienced and keen to support children with special educational needs and/or disabilities. They take positive steps to close attainment gaps and devise individual education plans that promote language, social and personal skills. This effectively endorses equality and offers all children opportunities to progress.

There are good partnerships with other professionals and providers of the Early Years Foundation Stage. For example, well-established systems of communication successfully promote children's transition into school. For example, children's records are passed onto their new class teachers in order to help them gain knowledge of each child's individual needs. Importantly, the pre-school works hard to build and maintain trusting relationships with parents. They ensure that the children's records are accessible and parents remain aware of the children's progress and next steps. However, opportunities to encourage parents to be involved in supporting their children's learning and development are not yet fully

developed.

The process of self-evaluation is developing appropriately and illustrates that the pre-school has a secure understanding of how they intend to move forward. The pre-school manager is ambitious for the setting and she effectively works alongside other professionals in order to make quality improvements.

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

The well-established staff team are enthusiastic and have developed some secure relationships with parents and children. They are aware of the necessity to meet the learning and development requirements of the Early Years Foundation Stage. Consequently, they take positive steps to provide an enabling indoor environment which supports children's progress across the six areas of learning. The children are each allocated a key person who maintains written and photographic observations of the children. This information is accessible to parents, effectively evaluated and used to plan next steps in their personalised learning.

The children's time spent in the setting is enjoyable. They express themselves and explore media such as sand, water, crayons and play dough. Likewise imaginative and role-play activities are eagerly embraced by the children, many of whom play alongside others and introduce storylines into their play. For example, a group of boys enjoying playing with the cars and garage talk about fixing the car, while the girls enjoy dressing-up and using the home corner resources. This provides opportunities for the children to communicate with others and make sense of their real-life experiences. The children are consistently engaged in activities, although levels of challenge for the older ones are not always sufficient. Similarly, staff do not consistently pose questions that promote creative thinking. Consequently, the children are not always successfully encouraged to solve problems and pursue their own lines of enquiry.

The children show sustained levels of concentration and develop some good skills for the future. They gain an awareness of technology during role-play and access equipment such as the compact disk player as they listen to music. Mathematical development and numeracy takes place throughout the many different activities that are provided each day. For example, during outdoor play the children enjoy games of hopscotch and large group activities, such as 'What time is it Mr Wolf', which support and help children to become familiar with number sequences. Other children, particularly the older ones, confidently use numbers during conversations; for example, 'I've made two pictures'. They count reliably up to 10, recognise shapes, recreate simple patterns and use everyday words to describe size and position. Knowledge and understanding of environmental issues are successfully increased as the children begin to learn about living things and to appreciate the natural world around them. They spot different types of birds and participate in activities that assist the children to recognise the variation in plants and animals. For example, they develop an awareness of lifecycles through growing activities and observe the change from frogspawn to frog. This helps the children learn

about different environmental issues as well as developing an understanding of how plants and animals can be helped to survive.

Relationships between adults and children are genuinely caring. The children feel safe and through activities, stories and adult intervention they learn how to use equipment safely and take care of themselves. Being active is an integral part of the pre-school experience, with children enjoying access to physical play and learning about the importance of keeping healthy. The children participate in projects and discussion that help them to develop health and bodily awareness. For example, they learn to recognise their need for a drink or rest after vigorous exercise. The pre-school understands the importance of supporting social and emotional development. As a result they encourage children to become confident and develop skills including being able to listen to each other, work together and take turns. This aids the formation of some positive relationships. The children also develop independence skills through their engagement in small tasks such as helping at snack time and tidying away the toys.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

