

# Jack and Jill Pre-School Broomfield

Inspection report for early years provision

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**Unique reference number**

EY430240

**Inspection date**

17/11/2011

**Inspector**

Ann Cozzi

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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*.

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## Description of the setting

Jack and Jill Pre-School Broomfield first opened in 1973 and subsequently registered as limited company in 2011. It operates from two rooms in a church hall in Broomfield, near Chelmsford, Essex. Children come from the local community and surrounding area.

The setting opens five days a week from 9.15am to 12.15am term time only. The setting is registered on the Early Years Register. A maximum of 27 children may attend the nursery at any one time. There are currently 43 children on roll, of whom 21 are in receipt of early education funding. The setting supports a small number of children who have learning difficulties and/or disabilities.

The pre-school employs 10 members of staff. Of these, eight hold appropriate early years qualifications and one member of staff is currently working towards an appropriate early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff demonstrate a good understanding of children's needs which ensures that they effectively promote their welfare and learning. As a result children progress well, given their age, ability and starting points. Children are confident and secure in the environment, they enjoy learning about the local community and wider world. Partnerships with parents, carers and others are successful in making sure that the needs of each child are met, along with any additional support needs. Systems of reflective practice on the whole promote the development of the service provided in order to respond to user needs and improve outcomes for children.

## What steps need to be taken to improve provision further?

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

- carry out full risk assessments of each type of outing, which includes an assessment of required adult: child ratios (Safeguarding and promoting children's welfare) 01/12/2011

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

- ensure that risk assessment covers anything with which a child may come into contact
- improve the use of observation and assessment to further support the planning and provision of enjoyable and challenging learning and

development experiences that are appropriate to each child's stage of development as they progress towards the early learning goals

- develop further a culture of reflective practice, self evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children

## **The effectiveness of leadership and management of the early years provision**

Robust steps are taken by the setting to safeguard children, including appropriate vetting procedures for all adults who work alongside them. There is a designated Safeguarding officer in place, who has undertaken appropriate training. Staff demonstrate a clear understanding of safeguarding policies and therefore know what to do should they have a concern about a child in their care. There are good systems in place which ensure the security of the setting, including high levels of staff supervision when accessing outdoor play. Written risk assessments are in place as required although, they do not identify everything a child may come into contact, for example, how children are prevented from accessing the kitchen or a storage cupboard containing hazardous products. Whilst the setting has undertaken risk assessments for outings, on the day of inspection this was not evidenced as required. This is a minor breach of the specific requirements and has no impact on the safety and well-being of children. A number of staff have undertaken paediatric first aid training, this ensures that there is always a member of staff on the premises and on outings who is able to provide suitable care for children in the event of an accident.

Resources are good, fit for purpose and support children's learning and development well. The environment used for play is conducive to learning, safe and well cared for. The setting takes appropriate steps to ensure resources and the environment are sustainable, for example, children are encouraged to recycle household items and spend time with staff growing produce at a local allotment. Staff ratios and deployment ensures that all children receive high levels of support in this setting. As a result they are able to identify a child's need for additional support as early as possible.

Staff have developed highly positive relationship with parents and carers ensuring each child's needs are met. They help parents and carers to support their children's learning in different ways. There are clear and accessible channels for communication and parents report that they, feel confident to approach staff, their child is always happy, it is a social pre-school and they would recommend it to others. There are effective partnerships with other agencies and providers, for example, they share information and records with colleagues and where appropriate, with interagency teams to ensure that each child gets the support he or she needs.

Regular reflective practice is undertaken identifying strengths and weaknesses of the provision. The manager consistently communicates high expectations to staff about securing improvement. Although there is a minor weakness in ensuring consistent use of monitoring systems cross referenced to the Early Years

Foundation Stage requirements relating to provision and outcomes.

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

Adults' good understanding of how children learn through play promotes their learning, social, physical and economic well-being. The exciting, well-equipped, and welcoming environment successfully captures children's interest and participation and as a result they make good progress in their learning. Staff undertake observations and assessments of children although on occasion this is inconsistent across all areas of learning. Staff use information gathered to plan a stimulating learning environment although this is not consistently cross referenced against the Early Years Foundation Stage Practice Guidance to ensure that all information used is secure. Children are settled, happy, well behaved and display a strong sense of belonging and security within the setting.

Children's progress in communicating, literacy and skills relating to information and communication technology is developing well. For example, they enjoy playing age appropriate computer games. They demonstrate that they are able to follow simple instructions as they carefully handle the mouse, problem solving, they control and drag chosen items across the screen to complete their task. Children work well independently as well as collaborating and cooperating with their peers and adults. This demonstrates that they are learning social skills, and enjoy being with and talking to adults and forming friendships with other children. They are able to concentrate for extended periods of time, for example, as they look at books or listen to a story read by a member of staff. Children at this setting have lots of opportunities to take part in creative play such as painting, role play and dough. They demonstrate that they are active, inquisitive and independent learners, for example, they explore media with interest manipulating it with their hands. They develop problem solving skills they push and pummel dough, flatten it with either their hands or a rolling pin and use cutters to make their chosen shape, a duck. During this and other activities they play and work alongside their peers successfully understanding the need to cooperate and resolve situations by themselves.

Children show good awareness about what constitutes a healthy lifestyle as they begin to adopt personal hygiene routines. Their understanding of the importance of healthy eating is promoted through experiences such as growing fresh produce which is then eaten by them at snack time. Children engage in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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