

Jackanory Pre-school

Chobham Community Centre, MacMahon Close, Chobham, Surrey, GU24 8NG

Inspection date

17/09/2012

Previous inspection date

16/09/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are happy and settled because staff make good use of home visits to get to know children and their families and establish a bond before they start at the provision
- Children's individual needs are met, including those of children with special educational needs and/or disabilities, because staff work closely with parents and other agencies involved with children and their families.
- Children take part in play activities with enthusiasm because staff make good use of the extremely large hall to provide a welcoming, stimulating and well-resourced environment.
- Children in each age group benefit from having direct access to their own outdoor play area.

It is not yet outstanding because

- Younger children who learn better outdoors, have too few opportunities to explore, use their imaginations, build and move in the outside area.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector had telephone discussions with the chair of the committee about the management structure and recruitment procedures.
- The inspector conducted interviews with parents and the temporary manager and supervisor.
- The inspector observed activities in the two play rooms and the outside learning environment, and looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.

Inspector

Catherine Greenwood

Full Report

Information about the setting

Jackanory Pre-school is a committee-run group. It was registered in 2004. It is registered on the Early Years Register and receives funding for the provision of early education to children aged two, three and four years. It operates from Chobham Community Centre in Surrey and serves the local community and surrounding areas. Children have access to two rooms on the ground floor of the premises, appropriate toilet and washing facilities

and an outside play area. There are suitable kitchen facilities on site. The provision is open on Mondays and Wednesdays from 9.15am to 12.15pm, Tuesdays and Fridays from 9.15am to 2.45pm and Thursdays from 9.15am to 2.15pm, during school terms only. Children can attend for a variety of sessions. The two-year-olds attend between 9.30am and 12 noon in a separate group. There are currently 61 children on roll. The provision currently provides support for children with disabilities and/or special educational needs. There are eight members of staff, who work with the children on various days. Of these, six hold relevant childcare qualifications. The provision receives support from the local authority.

What the setting needs to do to improve further

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

- improve the use of the toddler-room garden and its resources, to allow children to explore, build, move and role play, for example, by providing opportunities to: make marks; create pathways such as road layouts; use a range of large play equipment such as boxes and bricks in different ways.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in their learning, taking into account their starting points and capabilities, the length of time they have been at the setting, and how often they attend. This is due to the support and guidance staff provide as the children choose activities. Staff are observant and responsive to opportunities to join in play, which stimulates children's interest. For example, when they notice a child riding a hobbyhorse and making related noises, they express their delight and quickly find their own hobbyhorse to join in. Consequently, children persist at activities they enjoy.

Staff have a good knowledge of children's individual progress and areas where they need support, particularly when they move from the toddlers' room into the pre-school group. Children's learning journey records include comprehensive observations about their progress, photographs and an individual summary, and a plan that identifies the next steps for their learning and development. The summaries also include details of discussions that have taken place with parents, which identify how they can contribute to children's learning and activities. For example, some parents are asked to bring in postcards and photographs of outings to the park and holidays, to encourage conversation. Parents are provided with diaries that include guidance for recording information about their children's individual achievements at home.

The educational programmes help all children to reach the expected levels in all areas of development. This is because they are provided with a good balance of free play and adult-led activities. Consequently, children develop a strong exploratory and independent approach during their play. However, the toddlers' outside play and learning has not yet been fully developed, and as a result, children occasionally drift about unoccupied, owing to the limited range of resources in this area. Staff make good use of informal discussion at the beginning and end of each session to evaluate the success of activities and make adaptations.

All children are well supported to acquire the skills and capacity to develop and learn effectively and to be ready for the next stages in their learning, especially school. This can be seen as they listen and concentrate well while listening to stories of their own choice. They count confidently while pretending to serve ice-creams during imaginative play. They shout with enthusiasm and raise their arms in the air as they recognise their own success when using the computer. Staff have high expectations of children, and encourage, engage and motivate them. They make good use of opportunities to engage in children's play, and promote and extend their learning. They know each child well and show confidence as they make decisions about when to join children and when to leave them to play independently. For example, when children show great interest in repeatedly playing with a marble-painting activity, they step back and allow them to practise their skills and make their own designs.

Staff work closely with parents to help children to settle, share what they know about their children, and keep them informed about their children's achievements and progress. This is successfully achieved through the use of home visits, good communication and parental involvement. Parents are invited to be part of a parent rota, and to observe activities and their children's progress. Their comments during the inspection and in questionnaires, show they are happy with the provision. Typical comments include, 'Staff were very helpful during the settling in process and gave me lots of information when they completed the home visit' and 'Staff provide children with a good level of structured and unstructured play, and I like the wide variety of things for them to do, such as music and painting'.

The contribution of the early years provision to the well-being of children

Staff help children feel emotionally secure and ensure they are physically, mentally and emotionally healthy. They spend time working with their key children, as well as ensuring they are included in group activities. Consequently, children are very happy, well behaved and settled. They cooperate with routine events, such as large group circle times. They listen attentively to staff, for example when staff light candles on a cake and encourage them to all sing 'Happy Birthday'. Staff work well as a team to meet children's individual needs in the extremely large hall used by the pre-school group. For example, they are quick to guide children who are not involved in activities, or who need some quiet time to listen to a story. Children are motivated and inspired to learn, due to the inviting and motivating environment, which staff work hard to set up before the children arrive.

All children, especially very young children and those in need of additional support, form appropriate bonds and secure emotional attachments. This is achieved through optional home visits before children start at the provision, which help them to settle quickly. Staff seek information from parents about children's developmental starting points, which helps them to meet children's individual needs, particularly if they need extra support. Staff work closely with parents and other agencies to ensure all children are successfully included in everything on offer. Children have access to a good range of resources and activities that develop their awareness of diversity. For example, they bring in photographs of their homes and talk about differences that enable them to identify and respect diverse lifestyles.

Staff help children to develop an understanding of the importance of physical exercise and a healthy diet, and to manage their own hygiene and personal needs. Children bring in fresh fruit for snack time and healthy packed lunches. They wash their hands at appropriate times and know why this is important. Children are well prepared for transitions both in the setting and into other early years settings, such as maintained nursery provision. Staff talk to children about their move to school so they know what to expect. Teachers visit the provision before children leave, to observe their play and talk with staff. This promotes continuity in learning. Teachers from the local school tell staff that children who have attended the provision are well prepared for school, which enables them to settle easily, feel confident and know what they are doing when they first start.

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

The acting manager and supervisor work closely together and are both fully committed to maintaining the good quality of the provision, while the recruitment process to appoint a permanent manager is completed. They communicate well with all members of staff, children and parents to drive and secure continuous improvement. Managers fulfil their responsibility to oversee the educational programmes, safeguard children's welfare and create an environment that is safe, welcoming and inviting to children and their families. Staff take part in annual appraisals, which help them to reflect on their practice and identify their training needs.

The committee and staff make good use of self-evaluation to set challenging targets for improvement through on-going discussion, consultation with parents and the use of clear action plans. Since the last inspection, the provision has made numerous improvements. For example, a door and large step have been fitted in the toddler room to enable children to enter the garden from the main play area, preventing any disruption to the older children's play. The provision also uses questionnaires to gain parents' views, and acts on their suggestions, for example to improve communication. This has been successfully achieved by sending regular e-mails. The acting manager, chair of committee and supervisor clearly identify plans that will contribute to the continuous improvement of the provision. All recommendations made at the last inspection have been met.

There are effective systems in place to ensure that staff are suitable to work with children. Children's safety is maintained through the use of comprehensive risk assessments. The named child protection officer for the provision has a good knowledge of child protection procedures approved by the Local Safeguarding Children Board and fully understands her responsibility to protect the welfare of the child. All staff have up-to-date child protection training facilitated by the local authority. This means they have a secure knowledge of the procedures to follow if they are concerned about a child's welfare. The provision works closely with other agencies involved with children and their families. For example, support workers and speech-and-language therapists regularly involved with some children and their families share information with all staff about their individual needs. This means that children are provided with continuity of care. In addition, staff attend related training, for example if a child has a disability.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

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Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY282018
Local authority	Surrey
Inspection number	883078
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	52
Number of children on roll	61
Name of provider	Jackanory Pre-school
Date of previous inspection	16/09/2008
Telephone number	01276857209

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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