

Jolly Tots Pre-School

New Bury Community Centre, Buckley Lane, Farnworth, Bolton, Lancashire, BL4 9PR

Inspection date	15/10/2012
Previous inspection date	09/03/2009

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

- Staff have a secure knowledge and understanding of the Early Years Foundation Stage. Effective systems are in place for observation and assessment which supports children's development.
- A stimulating environment with a wide variety of challenging resources offer children a range of learning opportunities.
- Children are confident active learners and are eager to explore the environment. Children play well together and share resources.
- Meaningful relationships with parents have been developed. Staff share information daily and encourage information from parents to support a consistent approach to support children's individual needs.

It is not yet outstanding because

- Systems to monitor the progress that different groups of children make are not fully developed.
- The monitoring of staff's practice does not identify their strengths so these are built on to further improve the provision.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector spoke with children, staff and parents at regular intervals throughout the inspection.
- The inspector looked at relevant documentation including the self-evaluation form, the policy file and children's development records.

Inspector

Elisia Jane Lee

Full Report

Information about the setting

Jolly Tots Pre-School was registered in 2005. It operates from rooms in New Bury Community Centre in Farnworth, Bolton and there is an outdoor play area. The setting is privately owned. The setting is open Monday to Friday from 9.15am until 12.15pm during term time. Children attend for a variety of sessions. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

There are currently 26 children on roll in the early years age range. The pre-school

receives funding for the provision of free early education. There are currently four staff members employed to work directly with the children, one of whom has an early years qualification at level 4, two at level 3 and one at level 2. The pre-school 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:

- introduce systems for monitoring progress in relation to different groups of children in order to be able to track any group falling behind their peers or below their expected development bands
- monitor staff's practice to identify, and build on, their strengths in order to further improve the outcomes for children.

Inspection judgements

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

Staff are knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning and development. The environment is well organised and there is a range of exciting resources, which children access independently to support them across the seven areas of learning. For example, children play with large construction blocks in the outdoor area, making a flight of stairs. Children discuss how many blocks they think will be required and negotiate with each other as they consider how tall the stairs should be. Staff extend children's language by asking questions, giving children time to consider and reflect on their play. The environment is bright and colourful, encouraging children to play and make independent choices.

Staff plan activities based on children's interests and identify the next steps in their development. Planning takes into account children's current interests in all areas of learning; enhancements are then added to provide multiple learning opportunities. For example, children enjoy building and construction, so staff create a role play area with a cement mixer, wheelbarrow and large sponge house bricks. Resources are accessible to children and they make free choices. For example, children choose small world figures, creative play and board games. There is a good range of age-appropriate resources in the pre-school to stimulate learning and offer challenge.

There are effective systems of observation and assessment so staff can monitor children's progress as they work towards the early learning goals. Staff undertake baseline

assessments which allow them to ascertain starting points on entry. Staff have developed documentation to undertake the two-year-old checks which will support children further as individual needs are identified. Staff work with parents to discuss activities that children are undertaking at home which allows a consistent approach in supporting children as they develop across all areas of learning. Parents receive daily verbal feedback on their children and can offer suggestions for further improvement at any time by using the self-evaluation document or a suggestion box. Parents can borrow resource bags and books which support parents in gaining a further understanding of their child's learning and development.

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

Staff give high priority to children's safety. There are written risk assessments which cover all aspects of the provision. Consequently, children are well protected. For example, staff always ensure that the pre-school door remains locked if children wish to use the bathroom, which is located outside of the main pre-school room. Comprehensive procedures ensure that children are only collected by their parent or a nominated adult. Regular fire drills are undertaken. Children are also further protected because required documentation and records are well maintained..

Children develop an understanding of the importance of exercise and use the outdoor area on a daily basis. Designated outdoor resources offer a range of activities with which children enthusiastically engage. Children develop an understanding of healthy eating and staff ensure that children's eating preferences and allergies are taken into account when planning snacks. Children express emotions and feelings through their play. For example, children scream and make monster sounds as they play with Halloween resources and become animated and excited as they take part in board games.

The staff are positive role models and build warm relationships with children. Children behave well in the setting and staff give clear guidance to children, reminding them of appropriate behaviour. There are good procedures in place. For example, staff give children a five minute warning before tidy up time, this allows children to finish their game and gain an understanding of time and sequence of events. Children are confident and settled in the pre-school and interactions with staff are warm and caring. Children enjoy staff's company and independently ask them to join them in their play. Staff share information with parents and other professionals which means that children are supported through times of transition. This has a positive impact on children as they move between providers or into full-time education.

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

Staff give a high priority to offering a high level of care to children and families. Staff evaluate and review procedures in regular staff meetings which ensures that constant improvements in practice are made. Leaders and managers support the staff team well. Staff undertake targeted professional development training opportunities. Strengths and weaknesses are identified and action plans are developed which drive improvement.

However, there is no system in place to identify staff's strengths in order to build on their good practice. Staff use the self-evaluation form as a working document, identifying priorities for change, reviewing actions and monitoring impact. Staff take into account the views of parents which supports self-evaluative practice further. Parent's comments are very complimentary. They say, for example, 'My child loves it here, I feel confident leaving my child. The staff are really helpful and friendly.'

Children are safeguarded and well protected in the pre-school due to the staff's knowledge of local safeguarding procedures. A safeguarding policy and clear documentation promotes safeguarding further. All staff have attended safeguarding training and are well informed about child protection and who they need to contact should they have a safeguarding concern. Children are kept very safe while in the pre-school because staff observe and supervise children well. Staff evaluate and monitor the planning and assessment procedures which ensure that they have current knowledge of children's individual progress as they work towards the early learning goals. However, there is not a wider tracking system to monitor the different groups of children, in order to identify any group falling behind their peers or below their expected achievements.

Staff show a secure knowledge of the welfare requirements and the learning and development requirements. Children are settled and secure in the pre-school, confidently interacting with staff and inviting adults to join them in their play. Staff foster meaningful relationships with parents and strong partnership working with other professionals. This supports children's individual needs and has a positive impact on children's learning and development. Overall, the pre-school creates a warm and secure environment where children are interested in learning and are confident active learners.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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.

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	EY308294
Local authority	Bolton
Inspection number	820341
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	26
Name of provider	Wendy Hynes
Date of previous inspection	09/03/2009
Telephone number	01204 907860

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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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