

# Jack and Jill at Saint Mary's

St. Marys RC Primary School, Holden Road, Salterbeck, Workington, Cumbria, CA14 5LN

<b>Inspection date</b>	10/12/2012
Previous inspection date	19/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 motivated and are keen to learn in this inclusive setting. In their play, children are supported well by skilled staff and this means they make good progress in their learning and development.
- Children's well-being and safety is at the heart of the setting and this means all individual children are safe, well cared for and feel secure.
- There is a strong commitment to improve the pre-school provision for all children through setting ambitious targets and action plans.
- Children benefit from daily access to a well-resourced and spacious outdoor environment, which supports their physical development and independence.

### It is not yet outstanding because

- Observations and assessments are not consistent in their detail to build on children's learning to ensure they continue to make progress in their individual development.
- Parents are not sufficiently able to share and contribute to their child's learning records in order that they can work with staff to ensure that children's learning can be continued at home.
- There are limited natural and sensory resources available for the youngest children to play with and explore using all of their senses.

## 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 carried out observations in the indoor play areas and the outside learning environment.
- The inspector looked at a range of documents and records, including children's assessment and planning documentation.
- The inspector met with the manager and spoke with staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Alison Gash

## Full Report

### Information about the setting

Jack and Jill at St Mary's Pre-School was registered in November 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within the grounds of St Mary's Catholic Primary School in Harrington, near to Workington in Cumbria and operates from a five bay modular building. Children have access to a secure indoor play area, toilets, lobby and a secure outdoor space attached to the building that is kept for the sole use of the pre-school children. Children also have access to the main school facilities, including the school dining hall, playground and the computer suite.

A voluntary committee manages the pre-school and there are five members of staff, including the manager and two deputies. All of the staff hold a National Vocational Qualification Level 3 in early years. The pre-school is open from 8am to 4.30pm on weekdays throughout school term-times only. Children attend for a variety of sessions. There are currently 26 children attending aged two, three and four years, some of whom are in receipt of funded education. Children are admitted from the local and surrounding areas. The pre-school supports children who have special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- develop observations and analyse the information gained to ensure it effectively and consistently identifies the next steps in children's learning to meet individual needs
- improve the partnership with parents through sharing the early years progress check and inviting them to comment in their child's learning journal. This will ensure they are fully involved in their children's learning and development, enabling them to support their child's learning at home
- improve the provision for the youngest children by extending the range and accessibility of natural and sensory resources, to enable children to explore using all their senses.

### **Inspection judgements**

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

Children are well supported in their learning and development because staff have a good knowledge and understanding of the Early Years Foundation Stage. Children are provided with stimulating and exciting opportunities to play and explore, both indoors and outdoors. Consequently, they thoroughly enjoy attending pre-school and are inquisitive and active learners. Children love to play in the spacious outdoor environment and staff make very good use of it to enhance children's learning across all areas, through meaningful and fun experiences. For example, children's language and communication is well promoted as they re-enact a story about looking for bears through their own words and actions. Adults display enthusiasm and interest whilst reading and sharing stories and rhymes with the

children. This ensures children are provided with good opportunities to develop a love of books and an awareness of linking letters with sounds. Joining in their play, adults effectively support children's problem solving and curiosity by asking and answering questions to encourage their thinking. For example, on a frosty morning a child asked why she had 'smoke' coming from her mouth. The adult provided the child with a clear explanation and together they breathed in and out to see what then happened. There are many opportunities provided for children to develop their mathematical skills, such as, counting, hunting for shapes and sharing picnic food outside. Children's understanding of technology is encouraged through regular access to the school's computer suite.

The indoor environment is well organised and resources are labelled, which means within their child initiated play, children are able to select toys and activities independently. However, access to natural and sensory materials for the youngest children is limited and this impacts on their opportunities to explore and investigate. Since the last inspection processes have been put in place to improve the assessment and planning of children's progress towards the early learning goals. Each week staff plan the educational programme together and this ensures all areas of learning are covered and that children's current interests are fed into the planning. For example, during a winter visit to a farm the children were concerned that their mascot, 'Tick Tock', was cold and he needed a scarf. Following up on the children's observations an adult-led activity was planned and children were provided with pipettes, coloured water and different materials to test their suitability to make a scarf for 'Tick Tock'. Adults asking open-ended questions and introducing new vocabulary, such as pipette, effectively extended the children's learning and thinking. Staff conduct regular observations and assessments of children in their play, and these observations are used to inform the tracking sheets, which measure children's progress across all seven areas of learning and development. However, the quality of observations is variable, sometimes lacking detail, and this means the next steps in children's learning are not always accurately identified.

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

This is a caring and child centred setting where the individual needs of the child are paramount. Staff place the highest priority on children's personal, emotional and social development and consequently children are content, secure and play co-operatively with their peers. Children's well-being is enhanced by an established key person approach, as staff take time to form secure relationships with their key children and their families. Parents give the staff high praise because they say they know their children as individuals and for the quality of care and support they provide. If a child is feeling unwell or upset, staff respond sensitively to them, providing care and comfort. Children with additional needs are fully supported and their specific needs are well met because staff plan activities based on their interests and they work in partnership with parents and external support agencies.

Children are encouraged to develop their self-care skills and an awareness of the importance of healthy practices through regular routines, such as hand washing and learning to put on their own coats to go outside. Children gain an understanding of the need for a healthy lifestyle because staff provide good opportunities to talk to them about

the importance of healthy eating, and they encourage the children to eat a wide variety of healthy snacks. Staff have attended courses on 'eating well for one- to four-year-olds' and this has benefited families because information and resources are shared and displayed in the setting. Through a good balance of child initiated and adult led experiences, staff effectively promote children's independence and a sense of responsibility. For example, children thoroughly enjoy helping the staff to prepare the daily snack and they are able to choose when they wish to have a break in their play to eat their snack. Staff understand the importance of children's physical development and as a consequence this is well fostered. Children have continuous access to a stimulating and exciting outdoor environment to engage in physical and outdoor play, providing fresh air and challenge. There are very close links established with the host school, for example, children attend assemblies and have their lunch in the school dining room. Transition for older children is good because throughout the summer term they spend time in the reception class, which means they feel secure and prepared to move on to the next stage in their learning.

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

The children benefit from a setting, which has a strong leadership team. Regular and rigorous self-evaluation ensures that areas for development and priorities for improvement are clearly identified and targets are set. The well-qualified staff team fully recognise the importance of continual development of the setting and work collaboratively to provide high quality provision. The setting is fully supported in its development by the local authority. Dependent on funding, future plans for development include the building of a purpose built pre-school to meet the education and welfare needs of all children. Recommendations from the last inspection have been addressed, demonstrating a commitment for improvement. All of the staff are well qualified in early years and management provide and encourage staff to attend further training. Established staff appraisal and purposeful monitoring processes enable management to identify areas for continued professional development. This means staff knowledge of child development is sound and as a result, children make good progress as they are offered a high standard of care and education.

The pre-school is in a safe and secure place within the school grounds. The manager and all staff demonstrate an excellent understanding of how to safeguard children. This is because they have attended appropriate training and have implemented robust measures to ensure the safety of all children. For example, all parents must complete a form, which states up to three people who they will allow to collect their child and each person must provide a photograph so staff are able to recognise these people. The staff follow clear concise policies and procedures in all aspects of children's care. All required paperwork, such as staff recruitment records and risk assessment, is very well organised and up-to-date. This means that when requested, adults are able to access detailed information immediately.

Effective partnerships are in place with parents and carers, which promotes continuity of children's learning and well-being. Parent feedback at the time of the inspection was

extremely positive. They are warmly welcomed into the setting and are invited to special events held in the setting and to accompany the children when they go on trips. The setting values parents' contribution and their views are gathered through the completion of questionnaires and using the 'wow' box to share children's special moments. Children's progress is shared with parents through daily communication and the sharing of learning journals. The setting is developing an early years tracker to monitor children's progress from their starting points and the staff plan to share this tracking information with parents. At the time of the inspection, however, parents' comments are not included in the learning journals and the tracker information is not shared.

### 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

<b>Unique reference number</b>	EY343611
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	820774
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Jack and Jill at St Mary's
<b>Date of previous inspection</b>	19/06/2009
<b>Telephone number</b>	01946 834867

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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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