

Jack & Jill Pre-School

Village Centre, School Road, Bulkington, BEDWORTH, Warwickshire, CV12 9JB

Inspection date

07/02/2013

Previous inspection date

18/03/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children who are new or less settled are cared for by familiar staff, usually their key person. They are warm and sensitive to the children's individual needs which helps them adjust from spending time at home with their parents to time in the setting.
- Children of all ages have access to a good variety of activities which are both adult-led and child-initiated. Their learning is observed by their key person, who decides if they need further support or are ready to move onto the next stage in their learning.
- Children's behaviour is good, they are gaining a secure understanding of the difference between right and wrong. They are learning how to take turns, share and be kind to their friends.

It is not yet good because

- Staff do not have sufficient information to be able to fully promote the use of children's home language in their play and learning.
- Arrangements for sharing information with other providers where children attend more than one setting to promote continuity in children's learning are not fully in place.
- There is scope to improve the opportunities for children to solve mathematical problems, such as when counting or making calculations.

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 in two play rooms and the outdoor area.
- The inspector spoke to parents as they were dropping off and collecting their children.
- The inspector spoke with children, both managers and the staff at appropriate times throughout the day.
- The inspector conducted joint observations with the nursery managers.
- The inspector looked at records of children's learning and a selection of policies and procedures.

Inspector

Hayley Lapworth

Full Report

Information about the setting

Jack and Jill Pre-School opened in 1969 and re-registered in 2007. It operates from two rooms in Bulkington Village Centre, Warwickshire. All facilities are on ground level and children have access to a safely enclosed outside play area. The setting serves the local community and surrounding areas. The setting is registered on the Early Years Register

and on the voluntary and compulsory parts of the Childcare Register. There are currently 38 children on roll, all of whom are within the early years age range. The setting opens five days a week, during term time only and is open from 9am to 12 noon and 1pm to 4pm, Monday to Friday. Children are able to attend for a variety of sessions. The setting supports children who speak English as an additional language. The setting employs seven childcare staff, all of whom hold appropriate early years qualifications. The setting also receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- find out more information about children's home language including key words and provide opportunities for them to use these in their play and learning.

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

- extend the sharing of information about children's learning and development with other early years settings children attend, in order to promote continuity of learning
- extend children's mathematical knowledge, for example, by consistently encouraging them to solve problems for themselves when counting and calculating.

Inspection judgements

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

Children participate in a broad range of activities that enable them to make suitable progress in their learning and development. Staff have a generally secure understanding of how young children learn and provide them with appropriate experiences. Staff are becoming familiar with the revised Statutory Framework for the Early Years Foundation Stage and the introduction of the progress check at age two. They are aware of the seven areas of learning and plan experiences for the children which support all areas. Staff effectively ensure children benefit from activities that take into account their individual interests. For example, children participate in making models of their favourite super heroes and their favourite characters from books. Each child has a key person who is responsible for monitoring their progress. Their key person makes observations of the children's learning and assesses their stage of development. This information is then effectively used to plan for their next stages in their learning journey. Children make choices for themselves about what they would like to play with. They enjoy role play in the

home corner and using small play people. For example, they act out selling fruit and vegetables from a market stall. Children confidently call out 'roll up, roll up, just a pound' as they sell their goods to pretend customers. Therefore, children are using their own experiences in their play and building relationships with children of a similar age. This helps to prepare them for transitions to other settings, such as school.

Suitable arrangements are in place to encourage parents to share information about their child when they first attend and on an ongoing basis. Parents are suitably informed about their children's progress. They are encouraged to look at their children's learning journals, attend organised consultation sessions and open days. The setting provides parents with information about topics they are covering. At the end of each week children take home work sheets relating to current topics, for their parents to do with their children at home. Therefore, parents have opportunities to be involved in their children's learning.

Children with English as an additional language do not have sufficient opportunities to use their home language in their play and learning as staff do not find out enough information about the language children use at home. Children have opportunities to play alongside their peers in small groups. For example, together they play an 'Incy wincy spider' counting game. They learn how to take turns and know when it's their turn to use the dice. They are encouraged to count the spots on the dice in numerical order and move their spiders up and down the drain pipe accordingly. Staff ask them some questions that make them think. For example, they ask them what number comes after the number five. However, at times children are not fully encouraged to solve mathematical problems for themselves. For example, staff tell them how many they need to score to get up to the top of the drain pipe rather than asking the children to work it out.

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

Staff meet and welcome children and their parents on arrival at the setting. They initiate conversations with them showing a genuine interest into what the children and their parents have to say. Suitable settling-in procedures ensure children easily separate from their parents. For example, staff get to know the children and obtain some relevant information from their parents about children's likes and dislikes. This information is then reviewed on a regular basis to ensure all details are up-to-date. Children who are new or less settled share warm relationships with their key person, which supports their emotional well-being. Consequently, children settle well and are happy in their environment.

Good arrangements are in place to support children as they move onto school. Staff take the children on visits to 'big school' to meet their teachers and look around the school and playground. In addition, reception teachers are invited into the setting to spend time with the children in an environment they are familiar with. Therefore, they are successfully supported when they move onto the next stage in their lives. Children's behaviour is good. This is achieved because staff explain to them how to behave and routines help the children to know what is expected of them. For example, in the outdoor area they learn how to use egg timers to help them share the most popular toys. Their good behaviour is also supported because they are always fully engaged in a good range of activities.

Children learn good personal hygiene through consistent routines and positive role modelling by staff. For example, they understand that they need to wash their hands immediately after using the toilet, which helps to prevent the spread of germs. The setting provides a good variety of nutritional snacks. For example, children choose from a selection of fresh fruit, such as bananas, pears and raisins. Children are encouraged to drink milk or water at snack time. This helps to keep children nourished and hydrated. Children learn skills in their own self-care. For example, older children are encouraged to independently use the toilets with little support from staff. Outdoor play is heavily featured in the planning of activities, so helping to promote children's understanding of the importance of exercise. Throughout the session children chose whether they would like to play inside or outdoors. Therefore, a healthy lifestyle is promoted.

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

There is suitable capacity for improvement as there are some arrangements in place to monitor the effectiveness of the setting. For example suitable monitoring of the educational programmes ensures the staff are confident in delivering a broad range of experiences that help children make satisfactory progress. Staff are also beginning to be involved in helping management to identify the settings strengths and areas for improvement. For example, they have identified that some of the children need additional support in developing skills in communication and language. Using guidance they are implementing a variety of teaching methods to help these children develop and become confident communicators. For example, all staff are being encouraged to speak clearly and slowly to the children. Suitable arrangements are in place to monitor and appraise the staff. Prior to appraisal meetings staff are asked to identify areas of their own personal practice that could improve. Recommendations raised at the last inspection have been suitably addressed. This has had a positive impact on children's safety.

All of the staff employed to work directly with the children have a childcare qualification. They are also encouraged to improve their skills further through attending short courses. These include supporting the development of boys, safeguarding and first aid. Consequently, children can be provided with appropriate care if they become ill whilst in the care of the setting or if they are involved in an accident.

Suitable arrangements are in place to share information with parents. For example, staff share the settings policies and procedures. At the end of each session staff talk to parents about activities their children have participated in. Overall, parents speak positively about the service they receive. They share 'the staff are very friendly and their children love coming'. They especially appreciate that their children's 'personal and social development is supported'.

Management and staff effectively understand their roles and responsibilities in the event of a child protection concern. They are aware of safeguarding requirements and have easy access to their local Safeguarding Children Board procedures. The written safeguarding

policy contains all of the required information and is readily available to parents. Children's safety is well promoted as staff make daily checks to ensure the areas used by the children are safe. Staff also consider risks to children on outings. For example, staff risk assessed the potential hazards when visiting a local group of musicians, playing harps. Recruitment and selection procedures are secure. A record of all staff Disclosure and Barring Service Checks are maintained. In the event of checks being incomplete these members of staff do not have any unsupervised access to children.

Overall, inclusion is suitably addressed. Arrangements are in place in readiness to support children with special needs and/or disabilities. Therefore, their individual needs can be met. Staff are aware of the benefits of positive partnerships with other providers where children receive their education and care in more than one setting. For example, they regularly discuss their general well-being and care. However, there is scope to improve the arrangements to share information in relation to children's learning to ensure continuity.

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	EY347082
Local authority	Warwickshire
Inspection number	863153
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	38
Name of provider	Bulkington Jack & Jill Pre-School Co-Operative
Date of previous inspection	18/03/2011
Telephone number	07971 420665

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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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