

Jubilee Pre School

The Jubilee Village Hall, Elmer Road, BOGNOR REGIS, West Sussex, PO22 6HY

Inspection date

Previous inspection date

26/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 enjoy their time at the pre-school and have warm relationships with the staff and their peers.
- Children engage in a range of activities that support their learning and development.
- Staff are good role models speaking quietly to the children, praising them to build their self-esteem.
- Children with additional needs are well supported with staff giving them one to one attention.

It is not yet good because

- There are inconsistencies in promoting children's independence and open-ended questioning.
- Planning is not robust enough to ensure that there are challenges for every child across all areas of learning.
- Self-evaluation is not fully in place to take account of the views of others.
- Children are not aware of how to keep safe in an emergency.

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 observed the interaction between the staff and children.
- The inspector observed the children engaging in a range of different activities.
- The inspector spoke to the children, staff, parents and the owner of the pre-school.
- The inspector sampled some of the paperwork including the observations kept on the children.
- The inspector undertook a joint observation with the owner of the pre-school.

Inspector

Amanda Shedden

Full Report

Information about the setting

Jubilee Pre-School re-registered in 2012 under new ownership. It originally opened in 1984 and is privately owned. The pre-school operates from the main hall of the Jubilee Village Hall premises, which are located in the Elmer area of Bognor Regis in West Sussex. The pre-school serves the local community and surrounding area. The group is able to support children with additional needs or for whom English is an additional language. Sessions operate from Monday to Friday, during term time only and children attend from 9.30 am until 12.30. There are 29 children on role. There are eight members of staff and six staff hold early years qualifications. The setting 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:

- improve the education programme for communication and language by giving children time to think about what they want to say and asking questions that encourage them to contribute their own thoughts.
- develop the use of observations, assessments and planning to ensure the stages of development for each child are fully identified and use this information fully to plan challenging experiences across all areas of learning.

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

- improve self-evaluation to takes account of the views of staff, children and their parents and use this information to create an ongoing improvement plan which supports children's achievements over time
- provide further opportunities to promote children's independence, for example, by enabling them to pour their own paint or put their own aprons on
- improve opportunities for all children to learn how to keep themselves and others safe in an emergency, for example, by practising the fire drill regularly.

Inspection judgements

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

All children are making sound progress in most areas of their learning in relation to their starting points. Staff spend time observing and tracking children's learning, however this information is not used consistently to plan challenging experiences for all children. Children's learning and development is in line with the expected developmental ranges for their age groups. As a result, children are obtaining the skills, attitude and dispositions they need to be ready for school or the next stage of learning overall.

Children use their imaginations well during role-play, and when taking part in craft activities. They use their imaginations to create 'emergencies'. They put on their emergency service clothes to go and sort the range of problems they encounter. Sometimes, the doctor and nurses have to come, and at other times the fire fighter. They

use the range of craft materials to create works of art, cutting, sticking engaging in conversation with each other about their creations.

The quality of staff interaction and the effectiveness of teaching are not yet consistent across the staff team. For example, not all staff ask open-ended questions, encouraging the children's understanding as they think about what they are trying to achieve. Consequently, opportunities to help children to solve problems and extend their communication and language skills are missed. For example, a child decides to make a life-size 'car' out of the chairs to 'drive' to a soft play centre, other children quickly join in and they talk about what they are going to do there. Although staff talk to the children they do not help them to extend or enhance their game. Some staff participate in the activities, respond well to children and are fully involved in the children's learning to extend their learning or encourage them to become critical thinkers through their play.

Children select resources and choose their own activities. Children use everyday technology, such as computers choosing different programs learning how to use the mouse correctly. At times children are not encouraged to become independent, for example by pouring their own paint. Staff select paper for them and put aprons on the children. Children with additional needs are well supported, they are offered one to one support and this helps them make good progress in their learning.

Parents are well informed of the activities their children are participating in and the progress their children are making. They have discussion with their child's key worker and decide together their child's next steps in learning. This enables them to support the children's further learning at home if they wish.

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

All children are happy and settled during their time at the pre-school. Staff spend time getting to know their key children and share information with the parents to ensure the children's individual needs are being met. The pre-school has well-established settling-in procedures to enable children and parents to adapt to pre-school routines quickly and with confidence.

Children's behaviour is good and consistently managed by the staff. The organisation of the sessions and the deployment of staff enables them to quickly intervene or positively divert the children's behaviour. They are good role models talking quietly to the children praising their efforts. Consequently, children form positive relationships with members of staff and their peers as their self-esteem and confidence is promoted well.

Children are independent in their self-care skills, they for instance use tissues independently and dispose of them when they have finished. They know to wash their hands before eating and independently help themselves to snack. After finding their name card, they find their utensils and choose what they wish to eat. They pour their own drinks and butter their crackers for themselves. They sit with staff and discuss foods they like and those that are good for you.

Children demonstrate they feel safe at the pre-school. Their independence is encouraged at times as they choose what activities they would like to participate in either indoors or outside. Children have access throughout the session to the outdoor play area where they enjoy a range of physical activities.

The resources are changed during the morning and those that are brought out later offer the children further challenges. They eagerly sit with staff in small groups to listen and recognise sounds or to identify different size bears. They enjoy completing floor puzzles with the staff on hand to help them. This helps children to prepare for their next steps in learning. However, not all children have practiced the evacuation procedure. This means that not all children are helped to understand about keeping themselves and others safe in an emergency.

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

The owner has a sound understanding of the safeguarding and welfare requirements. She works with the dedicated staff team to implement the framework. The team work well together and offer the children a range of different activities. They take advice from the local authority and act on any suggestions to improve the outcomes for children. The owner has a vision of how she would like to progress the pre-school and has already made many changes for the benefit of the children. However, there are few opportunities for staff, parents and children to contribute to the evaluation process, to help set challenging targets for improvement.

The owner monitors the planning and delivery of the education programme. She meets with staff regularly to identify any gaps in children's learning and build upon the child's previous achievements. However, monitoring has not addressed the inconsistencies of practice regarding children's independence and in communicating with the children. Regular appraisals and meetings take place with the staff. This enables them to highlight strengths and areas for development in practice and identify training to promote their professional development.

Staff work closely with any outside agencies that are involved with the children, for example speech therapists or social workers to promote stability. They exchange information with any other providers the children may attend supporting continuity of care and education.

Safeguarding in the pre-school is effective because all staff have a clear understanding of child protection procedures and know how to implement them. Staff have attended safeguarding training and are aware of the issues around child protection. Written policies and procedures are in place and shared with parents to help them understand the pre-schools role and responsibilities towards their children. Staff carry out daily checks of all areas and complete full written risk assessments regularly. As a result, children enjoy a

safe and secure, play and learning environment.

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	EY453218
Local authority	West Sussex

Inspection number	881678
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	27
Number of children on roll	29
Name of provider	Kim Miles
Date of previous inspection	Not applicable
Telephone number	01243584907

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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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