

Jack and Jill Pre-School

Old Home Farm, Brimstage Road, Higher Bebington, WIRRAL, Merseyside, CH63 6HD

Inspection date	04/10/2013
Previous inspection date	16/10/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 benefit from the positive and enthusiastic involvement from the staff. They join in with play and activities, talking to children about what they are doing.
- Children are kept safe and free from harm because staff have a good understanding of how to promote their safety and well-being. The pre-school is safe and secure in all areas, which means that children are able to move about freely and decide where they want to play.
- Children's behaviour is good as staff are good role models. They are deployed well and provide clear guidance for children about what is acceptable behaviour.
- The management team effectively monitors the pre-school, particularly in respect of the education programme. This benefits children, with all making good progress in relation to their starting points and capabilities at entry.

It is not yet outstanding because

- There is further scope to extend opportunities that help children to stimulate their imagination and involvement in role play.
- Resources that promote information and communication technology are not always available for children, to further develop their understanding of this area.
- Strategies to encourage all parents to share regular observations about their children's learning at home are not always successful, so that planning for children's learning is further enhanced.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector held meetings with the owner and manager and spoke to members of staff, parents and children throughout the inspection.
- The inspector observed activities in the two playrooms and the outdoor environment throughout the day.
- The inspector sampled documentation, including risk assessments, children's records of learning and policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and a selection of policies and procedures and a range of other documentation.

Inspector

Jeanette Brookfield

Full Report

Information about the setting

Jack and Jill Pre-School was registered in 2012. It is one of three settings owned and managed by Wirral Nurseries Limited. The pre-school operates from a converted building situated in the Higher Bebington area of the Wirral. All children share access to a secure outdoor play area. The pre-school is open Monday to Friday, all year round, except for bank holidays, from 7.30am until 6pm. Children are able to attend for a variety of sessions. There are currently 25 children on roll. The pre-school is registered on the Early Years Register and employs five members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above.

The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school receives support from the local early years team and a foundation consultant.

What the setting needs to do to improve further

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

- extend further children's opportunities to engage in role play, for example, by providing them with more exciting and stimulating resources in the home corner area
- review and evaluate partnerships with parents to ensure consistency in how parents share information about their children's learning from home
- enhance the range of resources and activities to support children in their understanding of technology.

Inspection judgements

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

All children in this pre-school have access to a good range of activities and resources that cover all areas of learning and inspire them to be curious and interested. Staff members have a clear understanding and knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. This supports children's good progress towards the early learning goals. Staff observe children's progress and use this information well to plan the next steps in their learning. This enables the children to

develop appropriate skills and attitudes for the next stage of their learning. Staff understand the different assessment processes and regularly share these with parents to ensure children's progress continues. This ensures any need for additional support for children can be identified and acted upon promptly.

Children benefit from a good balance of independent learning, small group work and whole group activities. For example, staff members are very skilled at engaging with children at storytime and encourage their interaction throughout. They hold the books up for the children to see and ask them to describe the pictures displayed. Group activities such as these, support children's understanding of learning to take turns and listening to and valuing what each other has to say. Children's further understanding in literacy and mathematics is well supported. For example, they show that they understand the initial sounds of their names as they use chalks to write the letters in their names outside and extend their counting skills at singing time and when playing games of skittles.

Children learn about the natural world as they plant flowers, herbs and vegetables and learn how to water them to grow effectively. This helps them to learn about growth and change and how to care for things in the environment. Children are provided with a broad range of experiences to develop their physical skills. In the indoor environment, children use scissors to cut out images of things that interest them, use paint to create pictures and feed themselves competently using knives and forks. In the outdoor environment, children plan and make dens using various materials, skilfully move lengths of guttering to design and create structures and climb up and down the activity centres. As a result, children effectively develop the key skills they need for the next steps in their learning, including those required when they attend school.

Staff foster and extend children's language and communication. They constantly talk to the children, asking them effective questions and holding purposeful conversations. Children enjoy using interactive games on the computer. However, during the inspection, they have limited access to other forms of technology and programmable toys to support their future learning and understanding. Children are provided with very good opportunities to learn about other people and cultures. For example, they have weekly sessions with a French teacher and members of staff teach them signing as an additional form of communication. Children are beginning to use their imagination as they dress-up as ballerinas and play with bags and hats. However, the role play area is not always used to best effect. Children playing in this area do not always have access to 'real life' items or resources that help develop their creativity. For example, during the inspection, there were few pots and pans, utensils and grocery items in the role play area; things that children might find in their kitchens at home. As a result, opportunities to extend children's imagination are not fully explored.

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

Staff provide a warm, welcoming environment. Children are happy, have fun and clearly enjoy the time they spend at pre-school and this is echoed by the views of parents spoken to on the day of inspection. Staff provide high levels of care and support children's individual needs very well. For example, procedures are in place to ensure children with

food allergies are well protected.

Children are well supported in developing their self-care skills. For example, they put on their own coats before going outside. Meal and snack times are well managed and provide opportunities for children to set the table, serve their own food and feed themselves using knives and forks. Food is freshly prepared each day and children enjoy a wide range of meals, including fresh fruit and vegetables. Independence is further promoted throughout the day. This is because all toys and resources are suitably stored and clearly visible in open baskets and containers. Children can make independent choices and find and return the equipment they need. They use bathroom facilities and wash their own hands after activities, such as sand or painting and before eating. This develops their awareness of good hygiene and promotes their physical well-being.

Good settling-in arrangements are in place and both children and parents are well supported when children make the transition into pre-school from the nursery building across the road. Children make visits with their key person and staff complete good quality documentation to ensure continuity in children's learning and development and welfare needs. Children are equally well supported when they leave the pre-school. Relationships with local schools are strong and a number of measures are in place to help children when they transfer to the next stage in their learning. For example, teachers make visits to meet the children, who are moving on to school. Staff provide parents with good information to support their children and ease the transition process.

Staff are good role models and behaviour expected of children is modelled by them. As a result, the children's behaviour is good. This promotes a relaxed and happy environment, which enables children to feel cherished and secure. Staff use resources and plan activities to help children understand and identify their feelings and emotions as an important step towards learning to manage their own behaviour. Children show a caring attitude towards their friends. They learn to share resources and negotiate whose turn it is next, mostly without staff intervention. This helps children to understand expectations and fosters their social and emotional skills. Children are learning the importance of keeping themselves safe as they begin to handle small tools safely and participate in regular fire drills.

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

Arrangements for safeguarding children are effective and staff have a secure knowledge of what to do should they have any concerns about a child. They are also confident to carry out the whistleblowing procedures if they were concerned about the practice of colleagues. Staff's knowledge and understanding of the procedures for reporting allegations, are also clearly understood. This contributes to maintaining children's safety and protects their well-being. Effective staff deployment and the management of safety systems also help to keep children safe.

Staff take positive steps to make sure all of the premises are safe and secure. Rigorous daily checks and risk assessments are completed and reviewed regularly. This also means that children can move around the indoor and outside environments in safety and with

confidence. There are appropriate recruitment and vetting procedures in place to make certain only suitable adults work with the children. The pre-school maintains all required documentation and there is a wide range of policies and procedures, which underpin practice.

The owner and manager have a good understanding of their roles and responsibilities with regard to meeting all requirements of the Statutory framework for the Early Years Foundation Stage. They demonstrate high aspirations for developing practice and striving for improvement. There is a strong commitment to support staff's professional development to continue to raise the quality of the provision. This is identified during the staff's supervision and appraisal sessions. The self-evaluation processes identify the pre-school's strengths and target plans are in place to secure further improvements. Children and parents are involved in the process and their views and ideas are listened to and suggestions implemented. The manager has addressed the previous recommendation from the last inspection and as a result, the organisation of some activities is monitored to support children to lead their own play.

Staff discuss children's progress, activities and achievements with their parents on a daily basis and more formally at parents' evenings. They listen to what some parents tell them about what children have been doing at home. However, the pre-school have yet to find highly successful ways of engaging all parents in their children's learning, in order to fully enhance children's learning at pre-school. Parents speak highly of the care that their children receive and state how their child has 'come on in leaps and bounds'. Newsletters also keep them up to date about what is happening in the pre-school. They are confident to discuss any concerns that they might have with staff, who are friendly and approachable. The pre-school has effective links with local schools and nurseries, to help promote consistent experiences for children.

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 action. 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	EY446661
Local authority	Wirral
Inspection number	912297
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	25
Name of provider	Wirral Nurseries Limited
Date of previous inspection	16/10/2012
Telephone number	0151 342 6666

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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, which are usually the childminder's 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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