

Jack and Jill Pre-School Broomfield

Broomfield Methodist Church, 124 Main Road, Broomfield, CHELMSFORD, CM1 7AG

Inspection date	25/11/2013
Previous inspection date	17/11/2011

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 develop good communication and language skills because the teaching is skilful and practitioners sensitively question children about events and objects that interest them.
- The interesting and challenging environment supports children's learning because they become engaged in the activities.
- There is a secure recruitment policy and procedure which ensures that children are rigorously safeguarded.
- Strong communication exists between the manager and practitioners and this ensures that good practice is highlighted and any weaknesses are overcome.
- Parents are welcomed into the pre-school and an effective key person arrangement ensures parents are fully involved in their children's learning.

It is not yet outstanding because

- There is scope to review the way training needs are identified by placing an even stronger emphasis on practitioners' interactions with children.
- Children can be further supported to understand differences by enhancing the visual images displayed within the pre-school.

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 observed the teaching of the practitioners during child-initiated and adult-led play.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the practitioners, manager and members of the committee.
- The inspector spoke with parents and children to gain their views.
- The inspector reviewed the children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children.
- The inspector sampled a selection of policies and documentation.

Inspector

Suzanne Smith

Full report

Information about the setting

Jack and Jill Pre-School was registered in 1973 and re-registered as a limited company in 2011. The pre-school is on the Early Years Register. It is situated in a church hall in the Broomfield area of Chelmsford, and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from two rooms within the hall and there is a fully enclosed area available for outdoor play.

The pre-school employs nine members of childcare staff. Of these, three hold appropriate early years qualifications at level three. The pre-school opens Monday to Friday during term time. Sessions are from 9.15am to 12.15pm and 12.15pm to 3.15pm on a Monday and Friday with lunch from 11.30am to 12 noon, and 9.15am to 12.15pm, Tuesday to Thursday. Children attend for a variety of sessions. There are currently 44 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with 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:

- review how training needs are identified, for example, by conducting rigorous observations of practitioners' interactions with children, in order to develop further high quality teaching and learning
- enhance visual resources within the setting to reflect a variety of different backgrounds and cultures so children can begin to recognise differences.

Inspection judgements

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

The pre-school delivers an educational programme that fully supports children's interests and promotes motivation and learning. As soon as children arrive at the pre-school, they hang their coats on named pegs and find their name to self-register. This supports their literacy understanding as they identify their names and gain the knowledge that words have meaning. During registration, the number of children present is counted and resources are used so that children learn numerals. Sensitive questioning by the practitioners supports children to work out what number comes after eighteen and children's mathematical development is well supported. The practitioner discusses the activities that are available and the children are then free to make choices about their play. The children become absorbed in their play as they are able to freely select their

activities and this supports children's active learning. The pre-school is a bright and welcoming environment, the equipment and activities fully support play and exploration. For example, some children join the practitioner in the home corner to make pretend cups of tea, some children gather together to play with the trains and others choose to paint a 'winter wonderland'. The practitioners are attentive to children and teach them new vocabulary as they discuss whether the paint on their hands feels cold or hot. They are skilful at helping children learn new skills and after showing a child how to paint their hand, they encourage them to develop the new skill. Children listen and respond positively to the supportive practitioners and their progress is supported. Children's understanding of their local community is supported and following a walk in the local environment, they make model buildings. This supports their expressive art and design using real-life experiences.

The children are assigned a key person who is very knowledgeable about individual children's learning and development. A learning journey is compiled showing the progress that children make during their time at the pre-school. Observations carried out on children show their development age and the identified next steps. Children are making progress because the practitioners have a secure knowledge of how to identify children's learning and provide relevant activities. Children whose language development is lower than their peers are identified early and support is put in place. Likewise, children with special educational needs are well supported and records show that good progress is being made. As well as plenty of opportunities for children to take part in play initiated by them, there is also adult-led learning. During these activities, which are split according to age, children are encouraged to talk about an item they have brought from home. The practitioner skilfully questions, and asks each child what they have brought in, or what news they would like to share. The children are eager to talk about their holidays or what happened when they went to the park. They are developing confidence as they talk as part of a group as well as developing their thinking and communication skills as they share their news. Consequently, the children are supported in the acquisition of communication and language skills, as well as developing their thinking, as they answer the practitioner's relevant questions. The skills and confidence children need for school and the next stage in their learning are well supported.

Children's physical development is well supported as there is space to move around indoors, the outdoor area is equipped with a variety of physical apparatus. There are chalks and a chalkboard to develop fine motor skills, as well as a slide, push-along vehicles, and equipment that strengthens their muscles. Two children work together to make a vehicle go fast and smile with delight as they make the vehicle move. Children's personal, social and emotional development is well supported as they have time to play and share the resources together. At the train track, the children are animated as they discuss their ages, saying 'I'm four', and 'I'm three', and they have time and space to develop friendships. Parents support children's learning at the pre-school as they complete a form on entry that details their development. The pre-school completes the progress check at age two and shares this with parents. There are further opportunities for parents to become well informed about their children's learning, during parent's evenings and meetings with the key person. Children's development is discussed and strategies are devised for parents and practitioners to work together, such as, for supporting children's behaviour. Additionally, the newsletter which is sent to parents, complete with a fridge

magnet, fully informs parents of the learning that will take place. This engages parents in the planned learning as they encourage their children to share resources from home with the pre-school. Consequently, the partnership with parents is good and this supports children in their learning.

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

Children come into the pre-school happy and good relationships between the practitioners and children are evident. When children begin they are settled-in gradually, a key person is appointed to the child and information relating to children's well-being is collected. This ensures the transition from home to pre-school is carefully considered and children's well-being is supported. When children become upset, the practitioners are attentive and employ different strategies to support their well-being. The key person, who know individual children very well, soothe the children and, subsequently, children's emotional well-being is supported. Children are provided with clear guidance and they learn, for example, they must pull up their sleeves before they play with the water. Prior to starting a new activity, guidance is provided to them and children are, therefore, clear about expectations. The practitioners are good role models and they interact with children warmly and politely and, consequently, children behave very well.

The practitioners are knowledgeable about safeguarding children and how to keep children safe from harm. Their knowledge is refreshed with training courses that they are booked to attend. They understand the agreed policy and procedure of the pre-school, how to record concerns and who to contact in the event of a concern. They are also aware of the contact telephone numbers should they have concerns about a member of the leadership team. Children are further kept safe as the practitioners keep their mobile phones in a cupboard and the camera used is the designated setting camera. The key person arrangement ensures that trusting relationships are supported between practitioner and child. Consequently, children are able to express themselves and share any concerns they may have. Diversity is celebrated as there are toys that depict different cultures and photographs of the children are displayed on the wall. The pre-school is sensitive to the different backgrounds that children come from and provide themes that include all children. For example, a winter wonderland theme is planned at Christmas time which ensures children are not discriminated against because they do not celebrate Christmas, however, supports the children that do. There is scope to further support children's understanding of difference so that children see pictures and words from other cultures in their environment.

The children learn to be healthy during meal times, and during snack time children are introduced to different fruit. At lunch time the children bring in their packed lunches and following the pre-school's guidance on healthy meals, these support children's good health. The practitioners sit with the children and talk about healthy foods and, subsequently, children understand how to be healthy. The pre-school further develops individual children's understanding of how to manage their lunch by working with parents to provide effective strategies. For example, some children use different numbered pots so they understand what to eat first, second and third. Alongside a supportive practitioner, children use these strategies so that they are not overwhelmed with choices, and this

prepares children very well for the next stage in their learning. Children learn how to keep safe in the outdoor area and practitioners support this as they make children aware of how to use the different apparatus so that they stay safe. The outdoor area is well-equipped and the children are eager to access this and play outside. Children develop independence and cooperation as outings are regularly planned to the local woods. Children wear high visibility coats to support their safety, learn to hold hands and how to cross the road on the walk to the woods. Children are learning how to keep themselves safe. At the woods they hug trees, discover bugs and develop an understanding of the world. There is also an allotment the children regularly visit and children learn about growing fruit and vegetables. They also enjoy digging in the mud, pouring water and looking for insects and worms. These regular outings, and the constant access to the outdoor environment, support children to be healthy and physically active.

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

The practitioners are knowledgeable about safeguarding children and how to keep children safe from harm. Their knowledge is refreshed with training courses that they are booked to attend. They understand the agreed policy and procedure of the pre-school, how to record concerns, and who to contact in the event of a concern. They are also aware of the contact telephone numbers should they have concerns about a member of the leadership team. Children are further kept safe as the practitioners keep their mobile phones in a cupboard, and the camera used is the designated setting camera. The pre-school has a robust recruitment process and this ensures that children are kept safe from harm. When new practitioners are employed the relevant checks are carried out to ensure they are suitable to work with children. They are also vetted to ensure that they have the attributes to support children's well-being and development. The relevant records, policies and procedures are in place and relevant risk assessments are carried out. These include keeping children safe on outings and are shared with parent helpers so everyone is aware of how to keep children safe. The practitioners are all first aid trained and this contributes to supporting children's safety. Regular fire drills are practised and children and practitioners are aware of what to do in the event of a fire.

The practitioners are suitably qualified or trained and this is evident in their interactions with children which are positive and support learning. Very good communication exists between the manager and practitioners, and regular appraisals and supervision supports their ongoing development. There is scope, however, to further enhance and develop the already good quality teaching by fully considering the characteristics of effective teaching and learning. The manager is proactive at identifying training, and in-house training is planned shortly to enhance practitioners' knowledge of art and storytelling. This ensures that children have continual access to practitioners that are competent and knowledgeable about how children learn. Regular team meetings ensure that good communication supports the practitioners' work with children as they are all aware of current issues surrounding individual children. The manager monitors the educational programmes offered to the children and practitioners complete evaluations of activities. This demonstrates whether an activity has worked well or whether it needs to be adapted in order to fully support children's learning. The manager also monitors children's progress

and is proactive at working with families to identify needs and gain further support where needed.

The pre-school has an effective self-evaluation process which identifies strengths and areas for improvement. Strengths identified are the close working partnerships with parents and this is evidenced by the good relationships that exist between them. The areas for improvement include strengthening the observation of children and reviewing the children's learning journals. Parents are involved in developing the pre-school's practice and they are regularly consulted through discussion and questionnaires. Their views are listened to and incorporated into the setting's improvement plan. For example, a parent asked for a nappy rota to be operational and this was implemented immediately by the pre-school. Children are also involved and their views are sought and listened to during the session, and at meal times. Children influence the planning and a child with an interest in space was supported with relevant activities. Another child that enjoys dramatic stories is being supported by incorporating this into the planning. Partnerships with outside professionals are well established and interventions support children who may need further help. This supports children's speech and language, and all-round development so they are ready for the next stage in their learning. The pre-school has good partnerships with parents and these are further consolidated with parenting workshops. Parents explain they are happy with the care and learning provided by the pre-school. One parent explains that their child's development has progressed as they now sing nursery rhymes at home. A grandparent says that one day their grandchild brought home a 'mud pie' and is always happy to come.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY430240
Local authority	Essex
Inspection number	874543
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	27
Number of children on roll	44
Name of provider	Jack and Jill Pre-School Ltd
Date of previous inspection	17/11/2011
Telephone number	01245442448

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Type of provision

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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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