

2J's pre-school

2J's Pre-School, Strand Approach Road, Gillingham, ME7 1TT

Inspection date

Previous inspection date

11/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The key persons gain a good knowledge of individual children. Therefore staff meet children's care and learning needs well and children are making good progress in their learning.
- The very positive relationships between children and adults mean children settle extremely well, gain good levels of confidence and are emotionally secure in the setting.
- The staff support children's communication and language development effectively.
- The strong relationships between the staff and parents encourages effective sharing of information about children's care and learning.

It is not yet outstanding because

- There is a wide range of resources and print displayed around the nursery, but this does not fully reflect all children's cultures and home languages.
- The staff are not routinely fully encouraging children to make marks or practise their early writing during a range of different play situations.

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.

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 the play rooms and outside area.
- The inspector held a meeting with the owners of the pre-school and completed a joint observation in the pre-school.
- The inspector looked at some children's records, including their learning assessments.
- The inspector spoke to some parents during the inspection and took note of parent's views.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.

Inspector

Sue Taylor

Full report

Information about the setting

2J's Pre-school is one of two settings run by the same owners and registered in 2013. It operates from the Archery Hall situated at The Strand in Gillingham, Kent. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 9am to 3pm, school term times only.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 23 children aged from two years on roll and all of these are in the early years age range. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are seven members of staff, all of whom hold appropriate early years qualifications. There are five staff with National Vocational Qualification at level 3 and two at level 2. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- improve the reflection of children's home languages and culture across the environment, to promote diversity fully and help develop children's awareness of differences amongst people
- provide a wider range of play activities, both inside and outdoors, which enable and encourage children to use materials and tools to make marks and to practise early writing.

Inspection judgements

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

The staff know the children well as individuals and promote children's learning and development effectively. The staff make good use of observations as children play to assess their ongoing progress. The detail means that key staff are able to note any learning gaps to be narrowed with some focused planning. Key person's then identify appropriate next steps in their key children's learning. This detail is available to all staff so they can ably support children as they play. Key persons produce summary reports that they share with parents. This fully informs parents of the progress their child is making and of the planned next steps in their learning. Parents comment that they are able to

support their child's learning at home and speak very positively of the support they and their child receives. The recording systems in place mean that staff produce informative progress checks for two-year-old children and provide parents with a copy. These reports include very useful detail on children's personal, social, emotional and physical progress, as well as their communication and language development.

The staff are enthusiastic about activities and this engages the children, motivating them to join in. Children particularly enjoy stories that staff make up, getting very involved in some of the actions. This supports their learning well as they learn to listen and pay attention. They also enjoy listening to books that they look at themselves or with staff. There are some good writing and mark-making materials indoors but staff are not always routinely encouraging the use of these outside or in other activities, such as role play. This reduces positive opportunities for children to freely develop their pre-writing skills, throughout the play environment. Children enjoy outdoor play and have easy access to their coats and boots. A covered area means that children can go out in most weathers. The grass area has large tyres or tree truck pieces and a small hillock that helps children develop physical skills such as climbing and balance. The ride-on toys are very popular and children are able to use some of these indoors as well as outside. Staff extend children's play to cover other learning experiences, such as engaging children on trikes with an imaginary shopping trip that helps develop their communication skills.

Children are gaining the skills they need for going to school. They are confident and keen to interact with the staff. They are learning to play cooperatively with other children and have small responsibilities, such as helping at snack time. The staff support children's communication and language development well. They ask questions of children that need them to think of an answer, valuing their ideas and thoughts. There are systems linked to the Every Child a Talker programme to help with assessments of some children's language development if needed. This helps staff put plans in place to promote children's learning.

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

Each child has a named key person who gets to know them well and ably supports their care and learning needs. There are effective processes in place when children start, enabling staff to get good detail from parents about any individual needs. This detail helps staff to get to know children before they complete their initial assessment and helps them support children's emotional well-being. Children demonstrate good levels of confidence and gain independence skills that help them when they go to school. For example, they access the toilets when they need to or pour themselves a drink of water. Children interact well with the staff and enjoy joining in with the planned activities. They learn to share and take turns. The staff manage children's behaviour well and show that they take children's level of understanding and individual needs into account. Children learn to keep themselves and others safe. They regularly practise fire drill evacuations and staff teach children about road safety.

Children are developing an understanding of a healthy lifestyle. The pre-school provides healthy snacks during the day and children bring packed lunches. Staff plan activities to

help children learn about making healthy food choices. Daily use of the outdoor play areas mean that children benefit from physical play in the fresh air. Resources indoors and outside help support children's physical development, such as manoeuvring the ride-on toys with skill. The play rooms provide a welcoming and child-centred environment with a wide range of good quality resources. Children are able to make their own play choices as the resources are on low-level shelves. Staff gain detail from parents about children's backgrounds. However, the environment and resources do not fully reflect the home languages and cultural backgrounds of all children who attend, that would help other children understand and value differences.

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

The staff have a secure knowledge of possible child protection concerns and of the processes to follow should they have concerns. All staff complete safeguarding training and there are clear written procedures in place. The pre-school premises are secure and staff are vigilant to ensure children do not leave without supervision. The required documentation is in place, such as recording systems for accidents and attendance. There are clear written risk assessments that the managers review regularly. These help demonstrate how the staff minimise potential risks to children, for example, the kitchen door is secure. Staff carry out daily checks to ensure the premises, indoors and out, are safe and suitable for children to use. There is a rigorous recruitment process in place and appropriate checks are in place to help ensure staff suitability. A thorough induction process helps ensure new staff are well informed of the pre-school procedures. Ongoing support for staff with supervision sessions and annual appraisals helps improve their professional development and practice.

The staff clearly understand the learning and development requirements and ably support children's progress. The key persons assess children's progress regularly and this enables them to reduce any gaps in a child's learning. The management are developing a monitoring process so they can more easily compare groups of children across the areas of learning, to ensure progress is positive for all. For example, more resources and planned activities are in place after noticing children did not show much interest in mathematics. Discussions and questionnaires help gain the views and ideas of parents and staff for the pre-school's evaluation. There are clear development plans in place and there is a good capacity to sustain improvement.

There are strong relationships with parents. Parents responded very positively to the recent questionnaire. They engage well with the staff and they routinely share information about their children, so there is an effective two-way communication. There are established partnerships with others, such as social services, health visitors and the local Children Centre that help the staff meet children's individual needs well. Communication is a strength of the pre-school staff team and this helps support effective partnership working.

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	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	EY468227
Local authority	Medway Towns
Inspection number	933647
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	23
Name of provider	2 J's Pre-School
Date of previous inspection	not applicable
Telephone number	07842088646

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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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