

Jack and Jill at Saint Mary's

St. Marys RC Primary School, Holden Road, Salterbeck, Workington, Cumbria, CA14 5LN

Inspection date	09/09/2014
Previous inspection date	10/12/2012

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 enjoy the very positive interaction from the staff in their play. The manager and staff team work very well together and their organised approach contributes to all children having their needs met.
- Staff have good teaching skills and a secure understanding of the Early Years Foundation Stage. They plan purposeful play and a good balance of adult-led and child-initiated activities, in order to support children's learning in all areas.
- Staff have a good awareness of their safeguarding responsibilities, which helps to protect children from harm. Children feel safe and secure through the positive way that their behaviour is managed in a calm and relaxed manner by the staff.
- Staff are positive role models, who establish good relationships with parents. They are fully focused on the children, which leads to the children settling-in easily and gaining in confidence each time they attend.

It is not yet outstanding because

- Some everyday practical routines are not consistently applied or fully enforced when children first attend the pre-school. As a result, some children help themselves to snack without washing their hands and do not sit down to eat their snack.
- The outdoor play area is not as well-organised as the indoor environment. Therefore, opportunities for children to explore and investigate, to use their imagination and be creative, and to take risks using physical equipment are not used to maximum effect.

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 children playing in the pre-school room and outdoor play areas.
- The inspector held discussions with the manager, the deputy manager, the staff and the children throughout the inspection.
- The inspector conducted a joint observation with the manager.
The inspector took account of the views of parents of the early years children attending the setting who were spoken to on the day of the inspection and from information included in the setting's own parent survey.
- The inspector looked at children's online assessment records, the planning documentation and the systems for the monitoring of children's progress.
The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the setting, complaint log and the documented self-evaluation systems that support the service.

Inspector

Carys Millican

Full report

Information about the setting

Jack and Jill at Saint Mary's was registered in 2006 and is managed by a voluntary committee. It operates from a five bay modular building within the grounds of St Mary's Catholic Primary School in Harrington, near Workington, in Cumbria. The pre-school serves the immediate locality and also the surrounding areas. It opens five days a week from 8am until 5pm, term time only. Children attend for a variety of sessions. Children are cared for in one indoor play area in the modular building with associated facilities. There is a secure outdoor space attached to the building that is kept for the sole use of the pre-school children. Children also have use of the school dining hall, playground and the computer suite. There are currently 42 children in the early years age range on roll. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently seven staff employed at the pre-school, of whom five hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The pre-school is a member of the Pre-school Learning Alliance and the National Day Nurseries Association and receives support from the local authority. The pre-school is registered on the Early Years Register.

What the setting needs to do to improve further

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

- enable children who are settling-in to the pre-school to learn how to manage practical routines, such as washing their hands before eating and sitting down to eat their snack

- further develop the outdoor classroom section and play areas to create more opportunities for children to investigate and explore their environment and develop their physical skills and all round development in the fresh air.

Inspection judgements

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

The management team and staff provide a warm and welcoming learning environment for all children. They are very professional in their approach and their quality of teaching is good. Children play in a relaxed and calming atmosphere where children's individual needs and requirements are known and met from the very first days of settling-in. Staff take the time to meet and greet the new children and their parents. They talk to them firstly at a home visit to get to know each child, so that they offer them the most appropriate and relevant support and activities at pre-school. As a result, children are enthusiastic about

their play, engaged in their learning and have a positive approach in what they do. Staff deploy themselves effectively so that the new starters feel safe and secure because an adult stays close by in an environment they are still a little unsure of. They initiate close secure relationships with them and the other children starting because they take the time to introduce the children to each other. The teaching methods used allow children to make choices about what they do and who they play with. Staff find out what children are interested in and support this in their play. For example, staff know that some of the children like particular animated television characters and make sure these familiar resources are set out so they can help themselves. Staff set out favourite story books with puppets so that children can act out the story and organise role-play areas as cosy home corners with play food, and household implements and equipment. This is so children can relate to what they see and do in the home. Staff nurture the children and provide a stable and reassuring environment for them. The teaching methods staff use are adapted to meet children's individual learning needs and styles. They have a good understanding of the Early Years Foundation Stage and how children learn to effectively support them as they play.

Children are supported in developing the necessary skills for effective learning. Their self-esteem and confidence is supported well. Children develop a sense of belonging because staff take a pride in displaying their finished artwork all over the pre-school walls on designated display boards. Children have their photographs taken while they play and these are placed in the different areas of learning, so they see the photograph has meaning. Positive interaction helps children to develop their language and communication skills and helps them to solve simple problems. For example, staff ask if they can join in and help the children make a large floor puzzle. The children listen to her as she explains how the finished puzzle looks the same as the picture on the box and if they look at the pieces and the picture they will know where each piece fits. Children begin to learn to share and take turns as they wait patiently to place a jigsaw piece in its place. Staff support the younger children by asking what they would like to do and if they can help them. They introduce new skills, for example, they help them to put on an apron before playing in the water and explain to them how it will stop them getting wet. They laugh and giggle as they watch the staff member press a button on a frog and speak into it. The frog repeats what she says and she encourages the children to have a go themselves. This activity helps them to successfully take part in group activities. Staff encourage children to talk to them about what they are doing. The planning set for the settling-in period helps children to think about feelings and to think about others. Staff introduce a teddy into the group and tell the children he is nervous and how can they make him feel happier. Children go on a listening walk. They are gently reminded to use their listening ears and take hold of a friend's hand to help them on their journey. The children, therefore, learn to accept others and to think about others feelings especially those starting pre-school. Innovative daily procedures help children to settle and to extend their social and communication skills. For example, at registration time the children take turns to find their name on the interactive white board and move it from one point to another. Then once everyone has arrived they complete the register and learn to say 'yes' in a loud voice when they hear their name. All children thoroughly enjoy joining in.

Children enjoy the opportunity to move freely from indoors to outside. They enjoy physical activities using a wide expanse of play area. The children run up the slight incline of the

grassed area to look at the ducks and hens in the allotment garden over the fence. They hunt for eggs and get excited when the hens and ducks come into their play area. Children sit quietly and watch, as staff encourage them to sing action songs and number rhymes related to what they see. Children enthusiastically join in and learn these songs very quickly. They are encouraged to celebrate their own and other cultural backgrounds. Staff support children's awareness of each other's similarities and differences in the environment. They celebrate festivals throughout the year to strengthen children's understanding of diversity. Staff establish a close relationship with parents to gather all the required information about their child, the family background and any additional needs or support. This enables staff to complete a full assessment of children's starting points at registration and over the first few weeks at pre-school. This information is used to inform the planning and to help with the monitoring of children's progress. Staff fully value the role of parents in their child's learning. They speak with them at arrival and collection times, constantly encouraging them to share updates about their child. For example, they ask them about their child's achievements at home and provide them with golden moment cards to complete and return to pre-school. Once settled-in, the staff discuss children's initial achievements and celebrate their progress with the children and their parents. Staff encourage parents to add their thoughts to their child's records and have introduced an online record keeping programme. This means parents can log into and read about what their children have done over the previous weeks. This programme is used by key persons to update children's progress records. Staff are proactive in noticing where gaps are not closing promptly in children's development. They work together with parents to seek help from other professionals, when required. This intervention is sought quickly and helps children improve in their development and helps them to reach their full potential before starting school.

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

The pre-school uses the key-person system well in order to support children and to establish good partnership working with parents. Staff help new children to settle easily because they work closely with parents to develop a strategic settling-in programme that is tailored to meet each child's needs. This also helps to ensure that staff are aware of the needs of the children attending, so that they are able to offer them consistent support. As a result, children are happy and secure and in time they develop close and secure relationships with staff. Children talk with staff about recent events and confidently ask them for help or alternative toys. Staff promote children's emotional well-being and social skills. They help them to feel welcome, valued and respected by taking time to introduce them to everyone. As a result, they engage well with others, are positive and well behaved and motivated in their play. This helps to ensure they settle-in successfully and in the future are well prepared for their move on to school.

Most children are new to the setting and some have never experienced attending social groups or large group settings. Staff encourage children to play in a mixed age group. This means that they learn from each other and they learn to accept others differences, age and abilities. Careful consideration is taken during this time to ensuring that indoor areas are interesting and well-equipped with a variety of accessible, but not an excessive

amount, of resources for children. The resources set out meet their interests which staff have already noted during home visits when obtaining information from parents. The play areas inside are inviting. Children have sufficient opportunities to choose their resources and transport them around the room. The outdoor play area is spacious with a newly constructed covered sandpit and some growing areas developed using tyres. However, staff do not use this area to maximum effect by promoting areas to explore and investigate within the natural habitat or by using the canopy play area to create an outdoor classroom. Resources in the outdoor area are suitable for the ages of the children attending but are limited. Some open-ended materials are available, for example, a den made by staff is constructed out of milk crates and fabric.

Staff are good role models. They demonstrate a genuine care for the children and show respect for everyone, thereby, creating a positive and inclusive environment. Children respond to this and play exceptionally well together. They begin to understand how to manage their own behaviour. This is because staff offer them clear guidance of acceptable and non-acceptable behaviour in simple terms, so that they begin to understand how to keep themselves and others safe. For example, when children climb on top of the tables and run about inside, staff explain what may happen if they continue to do it. Staff use positive praise with children and explain why some things they do may hurt others. Children begin to learn about healthy lifestyles and are supported in developing their self-care skills. For example, they learn to take off their coat and to undress themselves for physical education. Staff consult parents about toilet training and complete nappy changing in a safe and hygienic manner. However, hand washing is not consistently reinforced by staff and the snack time causes problems for children because they are not used to sitting down to eat and socialise with others. Some children just come in and help themselves to a pancake and some grapes and eat on the move. Children help to pour their own water into paper cups and most use a paper plate for their snack. Their awareness of healthy eating is extended through the school year. Outside, they grow their own fruit and vegetables, and use these opportunities to talk about why these are good for their bodies. Staff help children to learn to keep themselves safe when outdoors. For example, they ask children to hold hands on their sound walk in the school grounds and to keep together. Opportunities to meet people who help us, such as the fire fighters and the police, are seen in previous recorded observations completed by staff for children's progress records. They, therefore, learn about the community, people and where they live.

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

Children's welfare is effectively promoted because staff understand their responsibilities with regard to safeguarding. For example, they are aware of the signs and symptoms of abuse, what to do and who to speak to if they are concerned about a child's welfare. All staff have completed training in this subject. They are fully aware of the procedures to follow should they have any concerns about a child. The management team is also fully aware of their responsibilities if an allegation is made against them or staff member. Robust recruitment and induction procedures and ongoing suitability checks ensure that all

people associated with the pre-school are suitable to work with children. Children's welfare is further promoted through detailed risk assessments in all the areas children use, to ensure that children play in a safe and secure environment. The pre-school's well-planned daily procedures further promote children's security. For example, at drop off and collection times the doors are monitored to ensure that children do not leave the premises unsupervised. Interior doors are secure and cannot be opened by children or parents to gain entry. Any visitors to the setting have their identity checked and their attendance is recorded. The management team and staff work together to evaluate their work. They seek feedback from parents and invite them to join the committee to represent the parents' voice. The evaluation tool, action planning and additional development worker reports helps the management team and staff to identify their strengths and areas for improvement. All previous recommendations from the last inspection are complete and actions to continue to improve the pre-school are well targeted.

The management team and committee work well together to set high standards for the pre-school. They have procedures in place to ensure that staff are well supported in their work and are given opportunities to attend training that they are interested in. They are invited to join the teaching staff in school at any training course they hold in-house. For example, their most recent training looked at behaviour and corrective discipline. The manager encourages all practitioners to read early years articles and research on the internet for the latest information about early years. This has a positive impact on children. For example, staff now use a new online observation and assessment tool which parents can log into and add their observations and comments. Staff work well together to ensure that they are meeting the requirements of the Early Years Foundation Stage. They review their working practices and the setting's policies, in order to check that they are consistently promoting children's all round development, safety, care and welfare. The manager and staff take advice from the local authority development workers to improve the setting and help to develop their working practices. This enables the manager to continue to support the staff in planning for each individual child and ensuring that all children continue to make good progress.

Staff are experienced in working in partnership with other professionals. They have a good understanding of the importance of seeking out help early for children who require it. As a result of this, intervention is sought early and quickly. Staff share information with other providers who also care for children when they are not attending pre-school. They regularly share information about care and routines, assessment, planning and progress. This enables all key persons to work together to promote children's welfare and development. The setting's good partnership working with parents ensures that parents are kept informed of their child's progress. Parents state that the staff at the pre-school are fantastic, friendly, caring and approachable. They state that their children love attending, are always happy and settle with ease. Parents' appreciate and value the communication systems in place, which includes daily discussions, newsletters and progress reports. The electronic record keeping system is in the early stage of development and the use of other electronic media are under consideration to support the sharing of information so that all people contribute in supporting the outcomes 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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY343611
Local authority	Cumbria
Inspection number	983149
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	42
Name of provider	Jack and Jill at St Mary's Committee
Date of previous inspection	10/12/2012
Telephone number	01946 834867

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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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