

# Jack and Jill Pre-School

Church Hall, School Lane, Stannington, Sheffield, South Yorkshire, S6 6DD

<b>Inspection date</b>	14/11/2014
Previous inspection date	04/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Staff have good knowledge and understanding of the Early Years Foundation Stage. Children are provided with a wide range and balance of adult-led and child-initiated activities. This means that they make good progress in their development.
- Staff use effective teaching techniques to encourage children to think critically and to further explore their ideas. This supports children's communication and language skills effectively.
- Partnerships with outside agencies are well established and highly effective systems fully support children with special educational needs and/or disabilities.
- Very close relationships and attachments with staff ensure children are happy and secure. As a result, children are involved and confident within the setting.
- Children's safety and well-being are effectively supported.

### It is not yet outstanding because

- Opportunities to use written words and promote children's writing for a purpose are not maximised to help enhance children's literacy development.
- Methods to fully support the engagement of all parents in their children's learning are not always highly successful, for example, to ensure staff are kept informed about what children are doing at home.

## 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 interactions between the staff and children during activities.
- The inspector spoke with children, held discussions with staff at appropriate times throughout the inspection and carried out a joint observation with the manager.
- The inspector checked evidence of the suitability of all adults working on the premises and the setting's self-evaluation and action plan.

## Inspector

Karen Byfleet

## Full report

### Information about the setting

Jack and Jill Pre-School was registered in 1973 and is on the Early Years Register. It operates from Christchurch Hall, which is situated in the Stannington area of Sheffield. Children are cared for across two rooms and there is an enclosed outdoor play area. The pre-school is open Monday to Friday from 7.45am until 3.15pm during term time only, and children attend for a variety of sessions. There are currently 37 children on roll, all of whom are in the early years age group. The pre-school receives funding for the provision of early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities. There are currently seven staff working directly with the children, all of whom hold an appropriate early years qualification at level 3. The pre-school receives support from the Pre-school Learning Alliance.

### What the setting needs to do to improve further

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

- enhance children's literacy skills further and extend opportunities for them to practise writing for a purpose, for example, through the use of more visual aids, such as labels and shopping lists, and offering more writing resources during a variety of role-play activities
- increase parents' involvement in their child's learning and enable staff to plan further activities around children's interests, for example, by encouraging parents to share information and comments about what children have been doing at home.

## Inspection judgements

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

The staff ensure that children thrive, are well motivated to learn and that they make good progress in their learning. As a result, children gain the necessary skills they need for their move on to the next stage of their learning. Staff use good teaching skills and enable children to solve problems and work things out for themselves. For example, during an adult-led domino activity, children confidently count the spots on the dominoes and match them appropriately. Older children count the total number of dominoes used in the game, counting to beyond 15. Staff effectively use another number activity to extend and enhance children's knowledge of number by using addition and subtraction. Staff show children seven objects and ask how many are left after subtracting three of them. Children confidently know that when three are subtracted from seven, they are left with four. However, on occasion, staff do not always make the most of opportunities to fully extend their learning. Aids and resources to further consolidate children's learning are not always used consistently to maximise their literacy skills and learning opportunities. For example,

in the shop role play there is a lack of labels with written words displayed, as well as opportunities for children to use writing for purpose, such as encouraging them to write shopping lists. That said, children demonstrate good mathematical skills. Staff have a strong focus on developing children's language and communication. They use sign language, as well as speech, to effectively support children's early communication skills. Children readily join in small group time where they learn how to sound letters phonetically. They thoroughly enjoy the activity and enthusiastically join in with the sounds and actions. Staff encourage children to have conversations with them. For example, in role play, staff ask the children about the items they are buying, such as washing liquid, and ask them what it is used for. Children reply confidently and with good knowledge, as they tell staff that you put it in the washing machine to clean your clothes.

Staff carry out detailed observations on all children, describing the activities the children take part in and what they enjoy. The observations they make are accurate and enable the staff to clearly identify children's next steps for learning, including children with special educational needs and/or disabilities. They use this information to assess where children are in their learning. They target where children need the most support and plan activities to match their needs. Consequently, children make good progress. Staff share their assessments and next steps in children's learning with parents on a regular basis. However, they have not yet established effective ways to encourage all parents to contribute information and comments about their children's learning, particularly at home, so that this information can be used to further support children's learning in the setting. Staff share children's assessments and summative reports, including the progress check for children between the age of two and three years, with parents. Staff monitor children closely and any intervention that is required is made in a timely fashion so that children receive any additional support that they need.

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

Children behave well and learn to cooperate in a group situation. Staff help children to appreciate different cultures and people through activities and sensitive discussions. Children developing their independence well. Lunchtime is a sociable occasion where children sit together in small groups. Staff join them at the table and hold rich conversations. Staff encourage children to use good hygiene procedures, and as a result, children manage their own hygiene and personal care well.

A strong key-person system is in place. This enables staff to build positive relationships with parents, to support children's well-being. Staff gather a wealth of information from parents to find out about children's individual needs. Children make strong emotional attachments with their key person and other staff because their needs are well met, and as a result, they feel a strong sense of security. Children are effectively supported when the time comes to move on to school. Teachers from the local school visit the children in their setting and the children are taken for visits to the school in preparation for their move. This helps children to build their self-confidence and manage their feelings during times of change.

The outdoor play area is very well used by all ages of children. Children enjoy being active

outdoors because of the opportunity for them to move about and use the equipment available to them. The outdoor environment is not able to be freely accessed by the children due to the nature of the premises. That said, children are able participate in daily outdoor play activities as staff give them the option of being indoors or outside, weather permitting. Staff are well deployed and this ensures children are supervised well in both areas. Staff encourage children to safely take and manage risks as they climb and balance on large equipment. They learn about nature as they explore and observe the natural environment and observe the wildlife, such as birds. Children also enjoy visits out in the local community. For example, they visit the local post office to post letters and go on outings in the wider community.

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

The manager and staff have a good understanding of the requirements of the Early Years Foundation Stage. The safeguarding of children's welfare is given high priority. Staff are fully aware of their role and responsibility to safeguard and protect children in their care. They have a clear understanding of the signs and symptoms that would raise concerns and the procedures they would need to follow. Risk assessments and daily checks are carried out regularly to minimise risks to children, and security arrangements are robust. For example, all visitors sign in and out of the building and the door remains secured when the pre-school is in session. Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and effectively implemented. These are also shared with parents to ensure that they are aware of the service provided. Accurate record keeping also adds to children's safety. Robust recruitment and comprehensive induction procedures ensure all staff remain suitable for their role. Management complete annual appraisals and the manager continuously observes staff's practice. This ensures practice throughout the setting is sharply focused and has a positive impact on children's learning. The manager uses staff's observations of children to monitor and track the effectiveness of the educational programme.

The management team demonstrate the capacity to continue to improve the pre-school because there are clear improvement plans in place. Strong partnerships with outside agencies and other professionals make a significant contribution to ensuring the needs of all children are met, particularly for children with special educational needs and/or disabilities. Effective partnerships with school ensure the continuity of children's learning. Consequently, children's move to school is as seamless as possible.

## 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

<b>Unique reference number</b>	300849
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	871673
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	23
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Jack and Jill Pre-School (Stannington) Committee
<b>Date of previous inspection</b>	04/07/2011
<b>Telephone number</b>	0114 2855954

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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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