

Jubilee Friends Pre-School

Scout Hut, Jubilee Park, Watchouse Road, CHELMSFORD, Essex, CM2 8ND

Inspection date	27/11/2014
Previous inspection date	02/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- Children are well protected in a safe, caring environment because management and staff have a good understanding of their responsibility to safeguard children. Children are happy and secure because of the strong bonds they have formed with the adults.
- The pre-school has good relationships with external agencies and secure appropriate interventions to promote learning. As a result, children with special educational needs and/or disabilities and those who speak English as an additional language receive good support for their learning and development.
- Children are well prepared for the move on to school because of the good transition arrangements that are in place.

It is not yet good because

- Arrangements for staff supervision are not yet in place, which means that performance management targets do not always focus sufficiently on teaching. As a result, some aspects of teaching are variable.
- Strategies for engaging parents in their children's education are not always successful.
- The process of self-evaluation is not sufficiently robust to demonstrate clearly how targets are prioritised and planned for to drive continuous improvement, and how parents and children are involved in the process.

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 discussions with the manager and conducted a joint observation with the manager.
- The inspector observed learning activities and interacted with children and staff.
- The inspector checked staff qualifications and suitability.
The inspector sampled documentation relating to safeguarding, staff training, risk assessments, children's learning journey records and a range of policies and procedures.
- The inspector took account of the views of parents spoken to on the day and parent questionnaires.

Inspector

Vicky Turner

Full report

Information about the setting

Jubilee Friends Pre-School was registered in 2009 on the Early Years Register. It is situated in the Galleywood area of Chelmsford, and is privately owned and managed. The pre-school serves the local area and is accessible to all children. It operates from a Scout hut and there is an enclosed area available for outdoor play. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level three. The pre-school opens Monday to Friday, term time only. Sessions are from 9am to 12noon and from 12noon to 3pm. Children can also attend the extended session between 9am and 3pm. There are currently 36 children on roll 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 who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- conduct regular staff supervision so that teaching practice is effectively monitored, and appropriate levels of coaching, support and training are provided, to ensure that teaching is consistently good.

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

- expand on existing information available to parents to help them continue their child's learning at home and extend the systems to give parents the opportunity to contribute to their child's learning records
- develop a more thorough self-evaluation system to inform priorities, set challenging targets for improvement and incorporate the views of all parents and children.

Inspection judgements

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

Staff have a sound understanding of how to promote children's learning and development. Most children are working at a level that is typical for their age. However, some aspects of teaching are variable as not all staff consistently check children's understanding and challenge their thinking. For example, during story time, staff do not ask children to recall aspects of the story or discuss the actions of the characters to reinforce their learning. Children with special educational needs and/or disabilities, and those who speak English as

an additional language, are well supported. As a result, they make sound progress towards the early learning goals. Staff gather relevant information from parents and use this information as a starting point when children first start at the pre-school. They make regular observations of children and identify the next steps in their learning. This information is used to plan interesting learning opportunities based on children's interests and themes. Children's learning journey records are well documented and include examples of their work, photographic evidence of their independent learning and staff observations. However, efforts to engage parents in contributing to their children's learning records have not been very successful. Staff are therefore devising other ways to engage parents in this respect. The progress check for children between the ages of two and three years are completed, but are not always shared with parents. Parents are invited to consultation meetings once a term to discuss their children's progress.

Staff provide a calm, stimulating environment for children to play, learn and explore. The room is well organised so children confidently move around and make choices from the activities that are on offer. Good quality resources are accessible to children. Children are encouraged to have a go and to keep on trying if they do not succeed at first. Staff monitor children's engagement in activities and know when to sensitively intervene to support their learning and extend their communication and language skills. Makaton sign language and visual timetables support children with language and communication difficulties and those who speak English as an additional language. Children are developing good listening and attention skills as they join in with games, such as musical chairs, and follow instructions well. Children enjoy joining in with stories with predictable phrases. They take books home every day to share with their family. Children join in with songs and rhymes and engage in role-play and small world activities. Staff model how to string words together to make sentences and develop children's confidence in speaking. Various recording devices, microphones and telephones are used effectively support children's communication and language skills well. There are adequate opportunities for children to draw and experiment with a range of tools.

Staff take every opportunity to develop children's mathematical skills. Children are encouraged to use mathematical language, as they count how many children are present, recognise numbers, sing number rhymes and count how many times they bounce on the trampoline. They look for shapes around the room as they play musical shapes. Children are developing basic skills that will help them learn in the next stage in their education. Children celebrate various festivals throughout the year and participate in food tasting activities. This contributes to their understanding of people and communities as they begin to develop an awareness of other cultures. They enjoy making stained glass window calendars and footprint reindeer place mats for the Christmas lunch. Children practise singing seasonal songs, with actions, in preparation for the Christmas show. Regular walks in the local area provide good opportunities for children to observe seasonal changes and the effects on the environment. For example, children collect leaves and conkers and investigate puddles, after a heavy rainfall. They also enjoy planting bulbs and vegetables.

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

Staff form strong relationships with children and their families from the start, because of the well-established key-person system that is in place. As a result, children are happy and feel safe in this calm, caring learning environment. Safety is of the highest priority and staff are vigilant, so children are well supervised at all times. Staff conduct daily risk assessments to ensure that play areas and equipment are safe for children to access. Children gain a good understanding of how to manage risks and are taught how to use equipment with care and play safely. High visibility jackets help keep children safe when they go out. Visits from fire fighters and police officers support children's understanding of fire and personal safety. Staff are highly effective in promoting children's independence; for example, children choose their name card, hang them up on a peg and then hang their coats up. They butter their own toast and help tidy up the pre-school, which is a team effort.

Children behave well because staff have high expectations and are consistent in their approach to managing behaviour. Children know what is expected of them. Staff use praise and rewards effectively to acknowledge positive behaviour and children's achievements. This promotes children's self-esteem and confidence immensely. Children adopt good hygiene practices and are encouraged to cover their mouths when coughing and use tissues and dispose of them appropriately. Staff supervise hand-washing routines, so children learn how to wash their hands properly. Children's health is well promoted. Children are provided with healthy snacks and fruit on a daily basis, and have a choice of organic milk or fresh water. Children's dietary and health needs are considered when preparing snack. There are good opportunities for children to be active on a daily basis both indoors and outdoors. For example, children are highly motivated and engage in physical activities in the hall. They ride differentiated wheeled toys in and out of cones, follow a path and negotiate obstacles. They are very competitive as they run relay races and cheer each other on. Children are developing good social skills as they patiently wait their turn to receive the baton. Adults are at hand to support and guide children who are unsure of the rules of the games.

Good transition arrangement means that children are well prepared for the move on to school. Older children bring in a packed lunch and have lunch at the school on Mondays and Fridays. They have access to the school's facilities, such as, the library, the computer suite and the early years provision, where they can familiarise themselves with the new environment. Physical education sessions on Tuesdays and Thursdays provide good opportunities for children to develop their self-help skills, and independence, as they change into their sports kits. In addition, staff focus on developing children's ability to link letters and sounds and develop their listening and attention skills. Independent learning is encouraged in readiness for learning in school. Parents are invited to induction meetings before their children start at the pre-school to arrange a suitable settling in plan for their child. This varies according to the child's needs. Home visits are arranged, if required. As a result, children settle in to the pre-school very quickly.

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

Management and staff have a good understanding of their responsibility to protect children. Designated staff have attended appropriate safeguarding training. Other members of staff have received relevant training and understand the procedures for reporting concerns they may have about a child's welfare. Staff work well with the school concerning child protection issues. All required policies and procedures for safeguarding children are in place and reviewed regularly. The premises are secure and visitors' identities are checked before gaining entrance into the building. Half-termly fire practices ensure that children understand the procedures for safe emergency evacuation of the premises. There are good procedures in place for the safe recruitment and vetting of new members of staff to promote children's welfare. Staff and parents adhere to the pre-school's policy on mobile telephones and cameras to protect children. Accident and medication records are well maintained and shared with parents.

The owner, who is also the manager is passionate about the children and leads a team of experienced staff who strive to give children an enjoyable time at the pre-school. She monitors staff performance through annual appraisals and informal observations. However, individual staff supervision meetings are not yet in place. As a result, targets for staff development do not always focus sharply on developing consistency in teaching and learning. Staff are encouraged to improve their knowledge and skills through training. The majority of staff hold qualifications to level 3 and the manager is supporting two members of staff who are currently working towards level 3 qualifications. All staff hold current paediatric first-aid and food hygiene certificates. Staff are trained in behaviour management, autism awareness and one member of staff has completed training in tracking children's progress. Consequently, staff are currently developing new tracking systems. Regular staff meetings provide opportunities for staff to share their ideas and make suggestions. Staff are reflective of their practice and are keen to improve outcomes for children. The pre-school seeks the views of parents, at the end of their children's time at the pre-school, through questionnaires. This helps staff to reflect and evaluate their practice in order to drive improvement. However, this opportunity is not yet extended to other parents. Systems for evaluating the quality of the provision are not robust enough and do not always take account of the views of all parents and children. The pre-school has addressed all recommendations from the previous inspection. A rolling snack bar is now in operation, so children can take their snack when they feel ready to do so, without interrupting their play.

The pre-school has established good relationships with the parents. Parents receive regular newsletters about the pre-school's activities but information about the range and type of learning activities provided are limited. Parents speak highly of the staff and are appreciative of the quality of care that their children receive and the support for children with special educational needs and/or disabilities. Parents comment that transition arrangements are highly effective in facilitating a smooth move on to school. Parents are invited to the Christmas show, and the sports day in the summer term. Staff draw on the support and advice from other professionals because of the strong links with external agencies and national organisations. As a result, vulnerable children receive appropriate support to promote their progress. Parents can also access support in the home to help them to successfully manage their children's behaviour consistently. The pre-school works closely with the school to prepare children for a seamless transition when the time comes.

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	EY399340
Local authority	Essex
Inspection number	860043
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	36
Name of provider	Jubilee Friends Limited
Date of previous inspection	02/03/2010
Telephone number	01245474157

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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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