

# Jacdor Community Pre-School



The Mobile Unit, School Lane, Coningsby, Lincoln, LN4 4SJ

**Inspection date** 9 February 2015  
Previous inspection date 8 July 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider did not notify Ofsted of changes to the committee. This means that suitability checks have not been completed by Ofsted to ensure every individual is suitable for their role.
- Children are not always provided with opportunities to fully engage in outdoor play during cold weather.
- On occasions, staff miss opportunities to provide additional challenge and enhance children's free expression and creativity in their artwork.

### It has the following strengths

- The pre-school support children with additional needs very well. Staff identify gaps quickly and contact the relevant agencies to secure timely interventions.
- Staff prepare children well for school. Children make good progress in communication and language skills.
- Children behave very well. This is because staff act as positive role models and offer praise and encouragement for good behaviour.
- The pre-school has well-resourced and well-presented playrooms. The children access toys and games independently. Consequently, they become highly engaged in playing and exploring.
- The pre-school is highly successful in using different strategies to include all parents in their children's learning and development.

## What the setting needs to do to improve further

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

- ensure that knowledge and understanding of the requirements of the Early Years Foundation Stage are improved, with particular regard to the changes that must be notified to Ofsted.

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

- maximise opportunities for children to explore outdoors in all weathers
- enhance opportunities for children to freely express themselves during art activities, value their end product and maximise their learning by providing additional challenge for more able children.

### Inspection activities

- The inspector toured the pre-school and had discussions with the deputy manager.
- The inspector carried out a joint observation with the deputy manager.
- The inspector observed adult-led and free-play activities taking place in the two playrooms and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the pre-school's self-evaluation and improvement plan.

### Inspector

Sharon Alleary

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff have a good knowledge of the learning and development requirements. They understand that children learn through a balance of adult-guided experiences and activities that children choose for themselves. Staff ask questions that require children to think, such as, 'Why do you think the boat is sinking?' Staff introduce visual timetables for children with identified needs to become familiar with routines and boundaries. Children demonstrate their technology skills by interacting with games on the computer tablet. Children eagerly access creative resources, mixing colours to create unique pictures. However, during adult-guided activities, staff occasionally concentrate too much on the end product rather than the creative process, and therefore, sometimes fail to value children's creations. In addition, staff sometimes miss the opportunity to extend more able children. For instance, by asking them to write their own name on their picture.

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

Children form good emotional attachments with the staff. At welcome time the children confidently run to their key person and engage in conversations about their family and the weekend. Children respond well to routines because the staff consistently give them reminders about what is going to happen next. This contributes to the calm and harmonious atmosphere that presides throughout the pre-school. Children mostly access the outdoor environment on a daily basis. However, staff restrict outdoor play in low temperatures instead of supporting children to wrap up warm and make use of the outdoors throughout the changing seasons. Snack time is a sociable event when children sit in a small group and choose from healthy options, such as apples, bananas and toast. In addition, they develop their independence and self-care skills by pouring their own milk or water. Children take part in an exercise session. This develops their physical skills and staff support children to have an understanding of what happens to their body after exercise.

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

The manager carries out staff suitability checks. For example, a Disclosure and Barring Service check is obtained. However, while the impact on the children is minimal, the provider has not told Ofsted about recent changes to some members of the committee. This is a legal requirement of the Early Years Register. Staff attend safeguarding training to ensure they update their knowledge and understanding of current child protection procedures. The manager carries out supervision sessions to identify staff training needs. All staff have a recognised childcare qualification, the impact of which is evident as children make good progress, as skilled staff support them well. Relationships with shared carers and the local school are good. Staff accompany children on their school taster visits and in return the teachers visit the children in the pre-school. Consequently, children have a smooth move to their new settings. Staff carry out morning and afternoon checks daily to minimize hazards for children inside and outside.

## Setting details

<b>Unique reference number</b>	253494
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	866749
<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>	32
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Jacdor Community Pre-School Committee
<b>Date of previous inspection</b>	8 July 2009
<b>Telephone number</b>	01526344286

Jacdor Community Pre-School was registered in 1976. It employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and one holds level 4. The pre-school opens from Monday to Thursday 9am to 3pm and Friday 9am to 11.30am, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

