

# Jacdor Community Pre-School

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



<b>Inspection date</b>	30 September 2015
Previous inspection date	9 February 2015

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff know children well and use their knowledge, observations and assessments to deliver an educational programme to meet their individual needs. This helps children to be engaged and enthusiastic learners.
- Children form firm attachments with the staff, which help them to feel emotionally secure. Frequent praise and encouragement as they play effectively promotes children's confidence and self-esteem.
- Children's personal, social and emotional development are given high priority by staff. They consistently manage children's behaviour well to help them develop an understanding of right and wrong. Children are polite and friendly and are learning to take turns and share.
- Partnerships with external agencies are well established and make a strong contribution to meeting children's needs. Similarly, good partnerships with parents ensure they are well informed about and supported with their children's ongoing learning and well-being.
- The pre-school manager and management committee demonstrate a clear drive for ongoing development of the setting.

### It is not yet outstanding because:

- Group activities are not always effectively managed to fully engage younger children and promote their listening skills.

## What the setting needs to do to improve further

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

- make the most of opportunities to help younger children learn to listen and join in during group activities such as story time.

### Inspection activities

- The inspector viewed all areas of the premises used by children, including the outdoor environment.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at records of children's learning and development and a range of documentation, including policies, accident and attendance records.
- The inspector took into account the views of parents and carers.

### Inspector

Sharon Waterfall

## Inspection findings

### Effectiveness of the leadership and management is good

The manager leads a strong and committed staff team. The arrangements for safeguarding are effective. Staff work well in partnership with parents and a range of professional agencies to meet children's needs. Staff are well qualified and attend ongoing training, which has a very positive impact on children's social development and communication skills in particular. Robust recruitment procedures, regular supervisions and continual personal development ensure that suitable and highly skilled staff care for children. The manager and committee keep up to date with current childcare initiatives. They change and adapt policies and practice to provide a good quality educational provision. Self-evaluation is embedded in practice with continual ideas and areas for improvements being identified. All actions and recommendations set at the last inspection have been effectively addressed to improve children's welfare and development.

### Quality of teaching, learning and assessment is good

Children are making good progress due to the highly skilled staff who are adaptable and able to enhance children's play. They listen and take note, using the information to plan a wide range of activities that motivate children to learn. However, sometimes group activities, such as story time are not as well planned to fully engage the interests and participation of younger children. Children are supported to think critically during their play. Staff ask them to think about what they need and how they will use resources. Children's communication skills are supported well. Staff use a wide range of questions and ensure children are confident to talk about what they are doing. Children's emerging mathematical understanding is supported well. Staff support children to count and bring discussions about size and shape into activities. Books are regularly read and singing is woven into the day.

### Personal development, behaviour and welfare are good

Staff are friendly and help all children to feel included, ensuring that children's emotional well-being is given a high priority. On entry, settling-in visits are arranged and are flexible, depending on children's individual needs. Parents spoken to on the day of the inspection were very complimentary about the care their children receive. Staff are positive role models as they effectively manage children's behaviour and talk about the importance of safety throughout children's activities. Children play outside every day in the well-resourced garden. Their physical development is promoted as they use a wide range of large equipment such as tyres, crates and swings. Staff provide a range of healthy snacks and talk about which foods are good for healthy bodies. Children develop good independence and self-care skills during daily activities. These skills ensure they are emotionally ready for the move on to school.

### Outcomes for children are good

All children make good progress. The manager works closely with staff to monitor the progress children make. This helps to promptly close any gaps in children's development and supports them to make good progress in their learning, in preparation for school.

## Setting details

<b>Unique reference number</b>	253494
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1006655
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Jacdor Community Pre-School Committee
<b>Date of previous inspection</b>	9 February 2015
<b>Telephone number</b>	01526344286

Jacdor Community Pre-School was registered in 1976. It employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. 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.

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