

# Jack & Jill Pre-School

Bulkington Village Centre, School Road, Bulkington, Bedworth, CV12 9JB



<b>Inspection date</b>	22 January 2016
Previous inspection date	7 February 2013

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

## Summary of key findings for parents

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

- Staff do not use observation, planning and assessment systems accurately enough. The different needs of children are not always recognised and planned activities do not always reflect children's specific interests and needs.
- Leaders do not monitor the quality of the educational programmes sufficiently. Consequently, they are not well placed to identify where individuals or groups of children may have gaps in their learning, or to take appropriate action to address this.
- The overall quality of teaching is not good enough. Management does not focus sufficiently on monitoring the quality of the staff team's practice and performance to improve the standard of teaching.

### It has the following strengths

- The atmosphere in the pre-school is warm and welcoming. Children benefit from good relationships with the staff members who look after them. Children are happy and settled.
- Partnerships with parents are well established. Staff promote a shared approach to children's learning and development. Parents give positive feedback about the care their children receive.
- Children learn about culture and diversity. Staff provide a range of activities that support children's knowledge of the world and their community.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve staff supervision and performance management, identify training needs and ensure staff have the skills and knowledge to provide children with good quality teaching and learning experiences</li> </ul>	04/03/2016
<ul style="list-style-type: none"> <li>■ observe and assess children's learning accurately and use this information to consistently plan learning opportunities that are tailored to children's individual needs and interests</li> </ul>	04/03/2016
<ul style="list-style-type: none"> <li>■ implement effective systems to monitor the effectiveness of the educational programmes, identify where individuals or groups of children may have gaps in their learning and take appropriate action to address these.</li> </ul>	04/03/2016

### Inspection activities

- The inspector observed activities inside.
- The inspector conducted a joint observation with the provider.
- The inspector sampled a range of documentation including children's learning journal records and evidence of the pre-school's self-evaluation.
- The inspector held a meeting with the provider and manager.
- The inspector took into account the views of parents spoken to on the day.

### Inspector

Trisha Turney

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Leaders do not have a strong enough focus on raising the overall quality of the provision. Some self-evaluation of the provision has been carried out. However, improvements put in place have not yet succeeded in establishing consistently good practice. All staff are qualified and attend some training courses. However, this has not resulted in the overall quality of teaching being raised. Staff's knowledge of how to use observation, assessment and planning processes is not good enough. Managers do not monitor the effectiveness of the educational programmes or children's achievements sufficiently. This means that any gaps in children's learning are not always identified or addressed quickly enough. Arrangements for safeguarding are effective. All staff have a good understanding of child protection issues and the procedures to follow if they have any concerns. The pre-school works well with any other agencies and health professionals involved with children's care. Good links with local teachers are used to make sure that children are helped to settle when they start school.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching is variable. Staff do not always assess children's progress or identify children's next steps in learning sufficiently. This means that staff do not always have accurate information to inform their planning for children's unique learning needs. As a result, planned activities do not always offer children sufficient challenge. Staff encourage children to learn some basic skills. Staff promote early writing skills. For example, they encourage children to write their names. Children learn about letter sounds and staff encourage them to identify the letters in their names. They learn about numbers and counting, for example, when staff encourage them to count scoops of sand as they build sandcastles.

### **Personal development, behaviour and welfare require improvement**

Staff promote healthy lifestyles within the pre-school. Children choose from a variety of healthy snacks and drinks. Staff help children develop their small-muscle skills. For example, they join children to play a fishing game and encourage children to move their fishing rods to catch objects. Staff help children to understand about how to care for other living things. The pre-school has a hamster and staff teach the children how to look after it. Children enjoy taking turns to gently hold the hamster and watch as it rolls around the floor in its exercise ball. Although children are generally occupied, staff do not always provide activities that are matched to the learning needs and interests of all the age ranges of children. This means that children are not always fully engaged in activities or motivated to learn. Staff teach children to share and take turns. Children generally behave well.

### **Outcomes for children require improvement**

Children make steady progress in their learning and development. However, weaknesses in the staff's understanding and use of planning, observation and assessment systems mean children are not supported to make the best possible progress. They learn the basic skills they need to prepare them for the next stage in their education.

## Setting details

<b>Unique reference number</b>	EY347082
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1028214
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Bulkington Jack & Jill Pre-School Co-Operative Partnership
<b>Date of previous inspection</b>	7 February 2013
<b>Telephone number</b>	07971 420665

Jack & Jill Pre-School opened in 1969 and re-registered in 2007. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one member of staff is qualified to level 2. The pre-school opens from Monday to Friday all year round. Sessions are from 9am until 12 noon and 1pm until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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