

# Jack & Jill Pre-School

Old Hall Road, Old Hall, Warrington, Cheshire, WA5 9PA



## Inspection date

23 February 2016

Previous inspection date

17 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	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 effectively promote children's communication and language skills. They participate in purposeful interactions with children engaging them in meaningful conversations and use additional strategies, such as gestures, to help support development.
- Partnerships with parents are good. A gradual settling-in period is agreed with parents according to their child's needs. Parents are very positive about the setting. They say they appreciate the ways in which staff share information with them about their children's learning and development.
- Key-person relationships are strong. Children new to the setting are supported well and settle quickly. They develop a strong relationship with their key person and seek them out for support and reassurance.
- Staff have established effective partnerships with other settings that children attend. This helps to support continuity in children's learning and development.
- Staff have a sound knowledge and understanding of the learning and development requirements. They plan and deliver an interesting and varied range of activities to support all areas of learning.

### It is not yet outstanding because:

- Arrangements for staff professional development are not specifically focused on specific aspects of practice to develop their teaching skills to the highest level.
- Although the assessment of individual children's achievement is good, the manager has not yet established a highly successful system to monitor and review the progress of different groups of children.

## What the setting needs to do to improve further

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

- build on the programme of professional development to increase opportunities for staff to enhance their knowledge and raise the quality of teaching even further
- review and monitor the progress made by specific groups of children, helping to target teaching even more precisely where necessary.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and Chair of the committee. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Jeanette Brookfield

## Inspection findings

### Effectiveness of the leadership and management is good

The setting receives good support from the committee and the local authority. Self-evaluation is accurate and there are well-targeted plans for future development. Parents are asked to give their views through questionnaires and verbal discussions. Staff have made good progress since the last inspection and have met the actions and recommendations raised. For example, staff now accurately complete the progress check for children between the ages of two and three years. This helps them to plan precisely for children's next steps in learning. The manager effectively monitors staff's interactions with children. She carries out regular staff meetings and supervision arrangements help to ensure that staff feel valued and supported. Arrangements for safeguarding are effective. Up-to-date safeguarding and child protection policies are in place. Staff are clear about their responsibilities and know the procedures to follow if they have a concern.

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

Staff support children's play experiences effectively. They develop children's understanding of colours, shapes and numbers through a wide range of activities and daily routines. Children are eager to investigate in their own way and enjoy the many varied experiences on offer. For instance, children enjoy playing with dough. They squeeze and press it, mould it into shapes and make cars and trains. Staff successfully foster children's imaginary play, such as when they pretend to care for their baby doll or make their dinner. Staff work very closely with parents and other professionals when supporting disabled children and those with special educational needs.

### Personal development, behaviour and welfare are good

Children are happy and settled in this warm and welcoming setting. They enjoy their learning and staff meet their emotional needs well. Children confidently explore their surroundings and freely move around the play room and the outdoor area. Children are well behaved. They follow instructions and know the rules in place for their safety. Staff help children to learn about the importance of leading a healthy lifestyle. Children routinely take part in effective hygiene practices. Staff offer children nutritious snacks to supplement the healthy packed lunches children bring to the setting. Children actively learn to respect and value differences. The move to school is managed well and staff share useful information with the teachers about the children's care and education.

### Outcomes for children are good

Children are motivated and eager to participate in the range of learning opportunities available. They enjoy writing recognisable words and letters and write their own name on their work. Children are confident speakers. Older children ask questions and younger children repeat simple words and phrases. Staff effectively assess children's learning and are quick to recognise and meet children's additional needs or gaps in development. Targeted interventions are secured and the setting successfully works with other professionals and parents to support children's progress. This helps all children to be well prepared for their move on to school.

## Setting details

<b>Unique reference number</b>	315225
<b>Local authority</b>	Warrington
<b>Inspection number</b>	1028821
<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 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Jack and Jill Pre-School Committee
<b>Date of previous inspection</b>	17 July 2013
<b>Telephone number</b>	07761 906697

Jack and Jill Pre-School was registered in 1984. The setting employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday term time only. Sessions are from 9am until 11.30am and from 12.30pm until 3pm. The setting also provides a lunch club each day. It provides funded early education for three- and four-year-old children. The setting supports disabled children and those who have special educational needs.

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