

# Little Jax PreSchool

Headley Drive, Epsom, Surrey, KT18 5RP



<b>Inspection date</b>	19 October 2016
Previous inspection date	13 December 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- The manager has a good understanding of her responsibilities and has qualified as an early years professional. She manages the provision effectively and has clear plans for development. She monitors practice to ensure staff meet the needs of children well.
- Children behave extremely well and enjoy close relationships with their key persons, who help them to settle quickly when they first start.
- Staff provide good teaching opportunities for children to develop their early mathematics and literacy skills during play.
- Staff work well in partnership with local schools, health visitors and the children's centre. Information shared helps to support progress for children in all areas of their development.
- Staff plan a good range of activities which encourage children's creativity and physical development. Children are all confident to explore the activities.
- The staff team works effectively to ensure children feel safe and secure at all times.

### It is not yet outstanding because:

- Staff do not offer children sufficient opportunities to learn about the differences between themselves and others in society, to strengthen their awareness of diversity.
- Staff do not consistently offer healthy options for children to eat at snack times or work in partnership with parents to help children to learn about the benefits of healthy eating.

## What the setting needs to do to improve further

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

- provide children with more opportunities to learn about differences between themselves and others in society, to strengthen their awareness of diversity
- work in partnership with parents to help children learn about the benefits of healthy eating.

### Inspection activities

- The inspector observed teaching and the impact this had on children's learning indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector assessed staff's understanding of how to keep children safe.
- The inspector looked at a sample of children's records, evidence of the suitability checks of staff working in the provision, and a range of other documentation, including policies and procedures.

### Inspector

Charlotte Foster

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is working with the staff team to complete a quality improvement award. They are reviewing all aspects of their practice effectively to identify areas for further improvement. Since the last inspection, the manager has improved the provision of activities and teaching to support children's communication and language development and use of technology. She has implemented a focused programme of early literacy and mathematics for older children to help narrow gaps between the attainment levels of different groups of children. All staff know how to protect children from harm and who to go to with any concerns about a child's welfare. Thorough daily risk assessments contribute to keeping children safe. Safeguarding is effective.

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

Staff subtly introduce early literacy and mathematics in a variety of enjoyable activities. For example, children throw dice, count 'chips' and fill containers as a group taking turns. Children pretend to fly in spaceships as they count and sing in a group. Children enjoy focused reading activities which include using small animal figures to represent the characters in a storybook. Outdoors there are further opportunities for children to extend their physical and creative development. For example, children stir mud and leaf potions in the mud kitchen, and throw bean bags into bowls while counting with staff. Staff observe and assess children's progress regularly, and use this information to plan learning and development for the group. This helps staff to make sure all children make good progress towards their early learning goals. When staff identify children are behind in their development, for example, their communication and language development, they implement focused small group sessions to help children catch up.

### Personal development, behaviour and welfare are good

Children are encouraged to develop a variety of skills throughout their activities. For example, they wash their hands before snack time and select their names to put on a board. Children learn how to use the toilet independently with staff support. The key-person system is well established and children are confident to approach staff for reassurance and cuddles. Staff are good role models. They encourage children to be considerate, to say 'please' and 'thank you', and they praise good behaviour.

### Outcomes for children are good

All children make good progress from their starting points. They learn to be independent, for example, by pouring their own drinks, putting their coats on their pegs and lunch boxes on the shelf. Children enjoy themselves while playing and learning indoors and outdoors. Children make firm friendships within the group and learn to respect each other and take turns. Older children are well prepared for their next stage in learning.

## Setting details

<b>Unique reference number</b>	EY445850
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1059313
<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>	30
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Jacqueline Constance Jackson
<b>Registered person unique reference number</b>	RP511362
<b>Date of previous inspection</b>	13 December 2012
<b>Telephone number</b>	07788 805766

Little Jax PreSchool registered in 2012. It is located in Epsom Downs, in Surrey. The pre-school opens Monday, Thursday and Friday from 9.15am to 2.15pm with a lunch club; and Tuesday and Wednesday from 9.15am to 12.15pm, term time only. Nine staff work with the children, seven of whom are qualified to level 2 or level 3 in childcare. The manager holds early years professional status.

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