

Jack and Jill Pre-School

Methodist Church Hall, Shepherds Lane, Beaconsfield, Buckinghamshire, HP9 2DU



Inspection date

15 May 2017

Previous inspection date

30 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- The provider, who is also the manager, does not always follow secure recruitment procedures to ensure staff are suitable for their roles and to promote safer practices.
- The provider does not monitor staff teaching practice effectively. Staff do not receive suitable guidance to enable them to provide all children with good levels of challenge to extend their learning. Not all children make the progress that they should from their starting points.
- Self-evaluation processes are weak to successfully help leaders to identify areas of development, in order to maintain and improve the quality of the provision.
- Staff are not always successful at fully capturing children's interest or in helping them to extend their understanding beyond what they already know. At these times, some children become distracted to engage at a routine level.

It has the following strengths

- Staff are kind, welcoming and reassuring. Children respond very positively to the opportunities they have to develop their independence and helpfulness.
- Parents speak very positively about their child's experience. They find the staff very approachable and appreciate the time that they take to get to know them and their children, such as to help children settle.
- Staff build effective partnerships with other professionals, in order to identify and help children who need extra support to close gaps in their learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve understanding and practice of rigorous recruitment procedures to ensure the suitability of staff prior to working directly with children	15/06/2017
■ provide more effective support and guidance for all staff to improve the overall quality of their teaching and the outcomes for children.	15/06/2017

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

- make better use of self-evaluation to identify and address weaknesses in the provision
- consider more fully the developmental stage of individual children, to ensure each child is consistently challenged to extend their learning and develop new skills.

Inspection activities

- The inspector observed children and staff indoors and outdoors.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke to staff about their understanding of child protection, safeguarding and first aid.
- The inspector spoke to parents and children and took account of their views.
- The inspector sampled documentation, including policies and children's records.

Inspector

Sarah Holley

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Overall, the manager ensures staff understand what to do if they have concerns about a child's welfare. However, although the manager obtains the necessary Disclosure and Barring Service check, her vetting processes are not effective enough to ensure that she has a clear understanding of potential applicants, such as their previous work history. Although staff have some opportunities to discuss their performance, they do not receive the focused feedback they need to ensure consistently good teaching. In addition, the provider does not make full use of evaluation to drive improvements. For example, some children continue to be distracted and less engaged during group activities. The provider has established suitable systems for monitoring children's progress and the impact of any additional funding.

Quality of teaching, learning and assessment requires improvement

Staff attend training to update their skills and use some of what they learn well to provide quality learning experiences. For example, they lead a thorough programme of activities to develop children's communication and literacy skills. Children enjoy learning about the natural world, such as growing vegetables at their allotment and searching for bugs in the garden. Staff ensure that the learning environment, indoors and out, is interesting for all children. However, at other times, teaching is less effective. For example, staff do not make good use of chances to encourage children to work with numbers and shapes beyond those they already know. At other times, staff focus less on those children not choosing to take part in adult-focused experiences, in order to fully extend their play skills.

Personal development, behaviour and welfare require improvement

Staff suitably promote children's physical well-being. For example, children enjoy spending time in the fresh air and staff ensure meals and snacks are healthy and varied. The provider ensures the premises are safe and that children are diligently supervised. However, due to the gaps in ensuring robust recruitment practice, children's welfare is not always given high priority. Children consistently behave well, for instance, they are kind and welcoming to visitors.

Outcomes for children require improvement

Children make suitable progress and acquire a suitable range of skills in preparation for school. For example, all children learn to share and take turns and to manage some tasks, such as putting on their coats and serving themselves food. Older children learn about letters and the sounds they represent, and recognise and write their names. However, due to the inconsistencies in teaching, children do not make as rapid progress from their starting points as they should.

Setting details

Unique reference number	152560
Local authority	Buckinghamshire
Inspection number	1089780
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	47
Name of registered person	Celia Louise Harding
Registered person unique reference number	RP906732
Date of previous inspection	30 June 2015
Telephone number	01494 681321

Jack and Jill Pre-School registered in 1997 and is situated in Beaconsfield, Buckinghamshire. It is open 9am to 3pm on Monday and Wednesday, and 9am to 1pm on Tuesday, Thursday and Friday, during term time only. The provider is in receipt of funding to provide free early years education to children aged two, three and four years. The provider employs eight members of staff. Of these, five hold relevant qualifications at level 2 or level 3.

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.

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