

Jack and Jill at Saint Mary's



St. Marys RC Primary School, Holden Road, Salterbeck, Workington, Cumbria, CA14 5LN

Inspection date	14 September 2017
Previous inspection date	9 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Managers and leaders have high aspirations. They inspire their entire staff team to adopt a very focused vision, to help children flourish into confident, independent and sociable individuals. This helps to lay the foundations for future learning.
- Children are cherished in the welcoming pre-school. Key persons offer good support during settling-in periods, helping to nurture children's emotional well-being.
- Children are welcomed into an environment that motivates them to play, learn and develop. The link between the indoor and outdoor areas contributes towards children making independent choices and extending on the breadth of their own experiences.
- Partnerships with parents are strong. Effective strategies, such as home visits and newsletters, engage parents in all aspects of children's learning and development.
- The knowledgeable staff are attuned to what children know and enjoy. They use the information from their high-quality observations and assessments to tailor learning experiences that help to support children's continued good progress.
- Staff promote positive relationships. Children's achievements and good work are highly celebrated through effective systems, such as superstar awards.

It is not yet outstanding because:

- Staff have not yet explored a wide range of continuous professional development that is highly focused on enhancing the quality of teaching to the highest levels.
- Occasionally, staff do not extend ways for children to share information about their precise similarities and differences, to aid their knowledge of what makes them unique.

What the setting needs to do to improve further

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

- explore a wider range of highly focused continuous professional development opportunities that aims to raise the quality of teaching to the highest levels
- extend ways for children to accurately represent themselves and share more in-depth information about their similarities and differences in order to broaden their knowledge of what makes them unique.

Inspection activities

- The inspector observed the quality of teaching indoors and outside and assessed the impact this has on children's learning and development.
- The inspector conducted a joint observation with the manager during a planned activity.
- The inspector held discussions with the manager, the staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at evidence of the suitability of staff, policies and procedures, children's learning journals, a record of staff qualifications and training and the provider's self-evaluation documents.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The well-qualified staff team completes regular safeguarding training. This helps to ensure that all staff have a secure knowledge of the procedures to take if they have any concerns about a child's welfare. Recruitment and induction procedures are rigorous and contribute towards ensuring that staff are skilled and suitable to work with children. Staff are vigilant. They routinely check all areas are clean and free from hazards, in order to keep children safe. The manager and staff consistently reflect on the quality of their own practice and welcome the views of children and parents. For example, they have recently improved the nursery garden, making better use of the space to support children's learning further. Overall, efficient systems are in place for the supervision and monitoring of staff practice. Effective tracking is used well to secure timely interventions and help close any emerging gaps in children's learning.

Quality of teaching, learning and assessment is good

Overall, the quality of teaching is high and activities are challenging and fun. This helps children to engage well in their learning. Children revel in the experiences that staff provide to lead on from their current interest in mini-beasts. Staff encourage children to connect with their natural surroundings. They alert children to spontaneous events that occur, such as chickens entering the garden from the adjoining allotment. Staff's engaging conversation helps children to reflect on their home life experiences and talk about where food, such as eggs, come from. Children have opportunities to develop their own play themes, such as when creating a picnic. Staff's good intervention helps children to recreate roles and to develop an understanding of what keeps them and others safe.

Personal development, behaviour and welfare are good

Staff's positive, sensitive and encouraging natures help children to adopt a can-do attitude. They help children to begin managing practical routines, such as washing hands independently before eating and sitting down alongside others at snack time. This helps children to develop a good understanding of the expectations for behaviour. Staff encourage children to lead active lifestyles through experiences, such as weekly physical education sessions in the school hall. This contributes towards children understanding the importance of taking regular exercise and the effects this has on their body. Transition on to school is seamless. Highly effective taster sessions and excellent links with the Reception class teacher help to ensure that children are emotionally ready for their move.

Outcomes for children are good

All children make good progress and gain the skills they require for their next stages in learning, including school. Children are imaginative and motivated learners. They communicate well and enjoy working together with others to introduce a narrative into their play. Children begin to adopt customs and routines they will become more familiar with at school. For example, they listen attentively at times, such as registration and begin to adopt good table manners when eating lunch in the school hall.

Setting details

Unique reference number	EY343611
Local authority	Cumbria
Inspection number	1104558
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	41
Name of registered person	Jack and Jill at St Mary's Committee
Registered person unique reference number	RP526610
Date of previous inspection	9 September 2014
Telephone number	01946 834867

Jack and Jill at Saint Mary's registered in 2006. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school is open Monday to Friday, from 8am until 4pm, during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

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