

Jack & Jill Pre-School (Stannington)

Church Hall, School Lane, Stannington, Sheffield, South Yorkshire, S6 6DD



Inspection date	1 February 2018
Previous inspection date	14 November 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

- The pre-school is well established within the community. The staff team is experienced and well qualified. Staff have a secure knowledge of how young children learn and develop. They work very well together and maintain good levels of achievement for all children.
- Staff observe the children and make accurate assessments about what they need to learn next to make further progress in readiness for their eventual move on to school.
- Children's personal development and well-being are effectively supported by the warm and affectionate care given to them by staff. Children demonstrate a real sense of belonging.
- Children's behaviour is good. Staff act as good role models and offer children age-appropriate guidance and reminders so that they know what is expected of them.
- Staff complete daily risk assessments to ensure the environment is safe and suitable for children to use. Staff are well deployed and are attentive towards children to supervise them closely.

It is not yet outstanding because:

- The manager has not fully established her tracking of progress for different groups of children to give staff more detailed information to help children make rapid progress in their learning.
- Continued professional development opportunities for staff are not focused closely enough on raising the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- develop further the monitoring of different groups of children, in order to increase understanding of how children's learning might be extended even further
- focus staff's professional development opportunities on enhancing the already good teaching to increase the potential to deliver the highest-quality provision and excellent outcomes for children.

Inspection activities

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

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager ensures her staff know how to identify a child protection concern and the appropriate reporting procedures, including whistleblowing. Robust recruitment, induction and supervision procedures help to ensure staff are suitable and have a good understanding of their roles. Overall, the manager supports staff to develop their practice, such as through regular supervision and training. For example, staff use knowledge gained in training to further support children's communication and language. Staff use their good links with the schools that children go on to attend, to support the transition process. The committee and management team have a clear drive for the ongoing development of the pre-school. They evaluate the quality of the service they provide, taking into consideration the views of staff, parents and children. Partnerships with parents are strong and parents highly praise the setting for the care their children receive.

Quality of teaching, learning and assessment is good

Staff know the children very well and join in with their play skilfully, offering further challenge. For example, as children happily explore bottles filled with objects, such as rice and corks, staff talk to them about which bottle is 'loudest' and 'quietest' to encourage further exploration of sounds. Staff use traditional stories successfully to help ignite children's interest in literacy and develop their communication skills. Children enthusiastically listen to familiar tales and work together to recall the events of the stories. They handle books with care and talk about the pictures they see.

Personal development, behaviour and welfare are good

Staff provide a safe and stimulating learning environment with a good range of resources. They promote children's independence well. Children are encouraged to help with their own self-care needs, such as changing into shorts and t-shirts for physical education sessions in the large hall. Children take part in dancing and playing with musical instruments. In addition, children have access to a well-resourced garden area and they go with staff for walks in the local village. This helps them to develop a healthy lifestyle. Children follow good hygiene routines and understand the need to wash their hands after messy play and before eating. They confidently explain that they are washing away the germs. Staff provide parents with plenty of support and guidance to help them provide healthy packed lunches for children.

Outcomes for children are good

All children, including those who receive funded early education, are making good progress from their starting points. They are gaining the necessary skills they need to prepare them for their move to school. Children use their imaginations as they engage in role play, pretending to bandage up a broken arm. They respect similarities and differences, and learn about a range of festivals and cultural events. Children develop good small-physical skills as they begin to form recognisable letters of their names. They enjoy drawing and making marks for different purposes.

Setting details

Unique reference number	300849
Local authority	Sheffield
Inspection number	1103413
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	23
Number of children on roll	37
Name of registered person	Jack and Jill Pre-School (Stannington) Committee
Registered person unique reference number	RP903953
Date of previous inspection	14 November 2014
Telephone number	0114 2855954

Jack and Jill Pre-School registered in 1973. The pre-school is open Monday to Friday from 7.45am until 3.15pm during term time only. There are currently seven staff working directly with the children, all of whom hold an appropriate early years qualification at level 3. The pre-school receives funding for the provision of early education for two-, three- and four-year-olds.

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