

# Jacdor Community Pre-School



Jacdor Community Pre School, The Mobiles, Off School Lane, Coningsby, LINCOLN, LN4 4SJ

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|--------------------------|-------------------|
| <b>Inspection date</b>   | 19 April 2018     |
| Previous inspection date | 30 September 2015 |

| <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

- Staff listen attentively to what children say. They help children to develop good communication and language skills. Staff ask children to make the noises of animals in a story. This helps them to maintain their attention and to follow the story well.
- Staff help children to learn about a healthy lifestyle. Children help staff to collect eggs from the pre-school's chickens and use these in baking activities. Staff talk to children about different fruits and encourage them to make their own fruit kebabs.
- Children arrive happy and are confident to leave their parents and carers. They join staff enthusiastically at activities of their interest. Children make good progress in their learning and development.
- Children know who their key person is in the pre-school. Staff support children well to help them achieve their next steps in learning through, for example, a good range of planned learning experiences.
- Staff share information about children's learning with other early years settings they attend. This supports consistency in their learning and development.

### It is not yet outstanding because:

- Staff do not offer enough suggestions or ideas to help parents continue to support their children's learning at home.
- The new monitoring system to help staff reflect on their teaching practice is not embedded to help raise outcomes for children 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:

- extend the support given to parents to help them continue their children's learning at home
- strengthen the new monitoring system to precisely tailor the support given to staff to help raise the quality of teaching to a higher level.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff reflect well on the provision and gather the views of parents to help identify ongoing improvements. Recent changes have provided opportunities for more children to access the outdoors in all weathers. The manager and staff share information about children's learning when children move on to school. They invite teachers to see the children in the pre-school. This helps them to be well prepared for their move on. Safeguarding is effective. Staff know their responsibilities to keep children safe. They know where to report concerns about children's safety or if they are concerned about a member of staff's behaviour towards children. Staff are encouraged to undertake regular training to maintain their skills.

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

Staff demonstrate consistently strong teaching. They get to know children well when they first start. Staff gather information from parents about children's care and prior learning to help them promote children's good progress. Staff observe children as they play and monitor the progress they make. This helps them to plan for what children need to learn next. Staff ask children to compare the size of toy worms they play with and to put them in order. Children say that they have found a giant worm. This helps children to extend their mathematical skills. Staff support children well who have special educational needs and/or disabilities. They set targeted plans to support their individual needs.

### Personal development, behaviour and welfare are good

Children demonstrate that they feel safe and are emotionally secure. They have great relationships with staff, who support them well. Children thoroughly enjoy spending time outdoors. They ride on toys and scooters, helping to develop their physical skills. Children learn to share and take turns when they use sea-saws. Children behave well and know the rules during group times, such as sit down nicely and to use 'looking eyes'. Staff give children plenty of praise and encouragement, helping to raise their self-esteem. Staff provide children with opportunities to learn about their local community. They take them to care homes to sing to the elderly. Children learn about how to keep themselves safe when walking in the street. Staff talk to them about road safety and introduce safety signs into children's play.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points in learning. Children are motivated to learn and develop skills in preparation for their move on to school. They confidently select resources to support their interests, demonstrating their independence. Children use paints and different brushes to make marks on paper, helping to develop their early writing skills. They demonstrate good social skills. Children enjoy playing alongside other children to share their learning experiences.

## Setting details

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|--|--|
| <b>Unique reference number</b>                   | 253494   |
| <b>Local authority</b>                           | Lincolnshire                                     |
| <b>Inspection number</b>                         | 1127678  |
| <b>Type of provision</b>                         | Sessional provision                              |
| <b>Day care type</b>                             | Childcare - Non-Domestic                         |
| <b>Registers</b>                                 | Early Years Register                             |
| <b>Age range of children</b>                     | 2 - 4  |
| <b>Total number of places</b>                    | 32   |
| <b>Number of children on roll</b>                | 42   |
| <b>Name of registered person</b>                 | Jaccor Community Pre-School Management Committee |
| <b>Registered person unique reference number</b> | RP902138   |
| <b>Date of previous inspection</b>               | 30 September 2015                                |
| <b>Telephone number</b>                          | 01526 344 286                                    |

Jaccor Community Pre-School registered in 1976. It employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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