

# Jack and Jill's Pre-School

Darwin Hall, Heathcot Place, Lichfield, Staffordshire WS13 6RQ



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 21 March 2019    |
| Previous inspection date | 10 February 2016 |

| The quality and standards of the early years provision | This inspection:     | Requires improvement | 3 |
|--|----------------------|----------------------|---|
|  | Previous inspection: | Good                 | 2 |
| Effectiveness of 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 is a provision that requires improvement

- Leaders have not notified Ofsted about a significant change at the pre-school. This is a breach of the requirements. Staff do not maintain an accurate record of children's attendance.
- The key-person system is not fully effective. Staff do not communicate consistently with parents or with staff at other settings that children also attend.
- Leaders do not monitor the quality of teaching and children's learning rigorously enough. Staff receive some support and coaching, however, this is not fully successful. At times, some children lack interest and are not motivated to join in with some large-group activities. This means that children do not make consistently good progress.
- Self-evaluation is not robust. Some weaknesses are not recognised and therefore not addressed.

### It has the following strengths

- Children enjoy their time in the pre-school and are happy and secure.
- Children behave well and learn to share and take turns. They show kindness to their friends. Older children display caring attitudes to younger children and offer to help them.
- Staff provide children with effective opportunities to be physically active. Children enjoy jumping energetically and safely on a small trampoline, and learn about the effects of exercise on their bodies. They work together to assemble obstacle courses using wooden planks and tyres, then travel across these carefully.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

|  | Due date   |
|--|------------|
| develop an understanding of changes that must be notified to Ofsted  | 31/03/2019 |
| maintain an accurate record of children's hours of attendance  | 31/03/2019 |
| implement effective partnership working and establish a two-way flow of information with parents and staff at other settings children attend                                       | 20/04/2019 |
| improve arrangements to monitor the quality of teaching and learning and support for staff, to ensure that children are always well motivated and make consistently good progress. | 20/04/2019 |

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

- strengthen self-evaluation to recognise weaknesses and take prompt action to address these.

### Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the leaders, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.
- This inspection was carried out as a result of a risk assessment following information Ofsted received about this provider.

**Inspector**  
Anne Clift

## Inspection findings

### Effectiveness of leadership and management requires improvement

Leaders have not notified Ofsted of a change in management. However, this does not put children at risk. Safeguarding is effective. Leaders follow safe recruitment procedures to help ensure that staff working with children are suitable to do so. Leaders and staff have a suitable understanding of the procedures to follow if they have any concerns about a child's welfare. Staff do not maintain an accurate record of children's hours of attendance. Partnerships are not fully effective. Some parents receive information about their child's learning. However, leaders do not ensure that the same level of communication is maintained with all parents regarding children's progress. Staff do not work successfully with all settings that children also attend to exchange information about their development. Recent training helped staff to further develop their understanding to help children with language delay. However, leaders do not monitor the quality of children's learning experiences closely enough to identify how to help staff to improve their teaching and outcomes for children. Leaders do not reflect accurately on the service provided.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff make accurate assessments of children's progress. However, they do not use this information to consistently provide learning experiences that ignite children's individual interests. Staff clear away all equipment towards the end of the session. This means that children have fewer learning opportunities and choices during this time. Although staff seek to engage children who are less interested, they do not identify how to adapt these activities to meet the individual learning requirements and interests of all children. This said, staff provide appropriate support to help children develop their communication and language. They use a range of effective strategies to help children who speak English as an additional language to gain confidence in expressing their wishes.

### Personal development, behaviour and welfare require improvement

Although there have been several changes in staffing recently, children form bonds with their key persons. However, weaknesses in some aspects of teaching and partnerships, means that the key-person system is not fully effective, and staff do not provide children with consistently good learning experiences. At times, children become bored and slightly restless. Staff support children's health successfully. They follow effective hygiene routines, such as at mealtimes and nappy changing. Children learn the importance of washing their hands after using the toilet and before eating.

### Outcomes for children require improvement

Children are confident and develop some skills that prepare them for their future learning. However, teaching is not consistently focused enough on children's individual interests to ensure that every child makes the progress they are capable of. Children develop interesting story lines in their play and use their imaginations. They solve problems and work out how to stop plastic pots from blowing away in the wind. They develop their literacy skills and learn about letters and their sounds.

## Setting details

|  |  |
|--|--|
| <b>Unique reference number</b>                   | EY411974                               |
| <b>Local authority</b>                           | Staffordshire                          |
| <b>Inspection number</b>                         | 10100066                               |
| <b>Type of provision</b>                         | Childcare on non-domestic premises     |
| <b>Registers</b>                                 | Early Years Register                   |
| <b>Day care type</b>                             | Full day care                          |
| <b>Age range of children</b>                     | 2 - 4                                  |
| <b>Total number of places</b>                    | 50                                     |
| <b>Number of children on roll</b>                | 53                                     |
| <b>Name of registered person</b>                 | Jack and Jill's Pre-School (Lichfield) |
| <b>Registered person unique reference number</b> | RP902899                               |
| <b>Date of previous inspection</b>               | 10 February 2016                       |
| <b>Telephone number</b>                          | 07751 271970                           |

Jack and Jill's Pre-School registered in 2010. The pre-school employs eight members of childcare staff. Of these, two hold qualified teacher status, and one is qualified at level 5. Four other staff are qualified at level 3 and one at level 2. The pre-school opens from 8.15am until 2.30pm, Monday to Friday, during term time only. The nursery receives funding to provide free early years education for two-, three- and four-year-old children.

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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