

Jack & Jill Pre-School

Old Hall Road, Old Hall, Warrington, Cheshire WA5 9PA



Inspection date	16 July 2019
Previous inspection date	23 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 setting benefits from a team of dedicated staff who work closely with the children in following their ever-changing needs and interests. Staff meet weekly and incorporate children's growing interests into their planning. For example, staff planned a creative activity so children could make film characters out of different materials.
- Members of the passionate and skilled management team work hard to make improvements in the setting. They have worked closely with the local authority to identify and address areas for improvement. The results of this are coming into fruition. Most notably, senior staff have put a rigorous system of supervision in place, including peer-to-peer observations, which has created a positive culture of staff development.
- The newly built outdoor canopy and classroom have provided further space for children to explore and learn. As a result of this, they access the outdoor space regularly. Together with the resources available and the enthusiasm of the staff, children's physical health is encouraged.
- Partnerships with parents are strong. Parents are highly complimentary about the way staff develop the children's communication and language.
- Staff know the children and families very well. The setting benefits from generations of families who have attended the setting. As a result, children become familiar with the environment from an early age, even before they attend. Staff work closely with the families, which has a positive impact on the children. For instance, staff attend appointments with outside professionals and families, actively looking for different ways to provide families with support that they may need.
- The manager has implemented a more systematic tracking approach. However, tracking of children's progress over time is in the early stages of development. As a result of this, staff do not have an overview of the progress that children are making.

What the setting needs to do to improve further

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

- tighten up the systems used to monitor the progress that children make over time.

Inspection activities

- The inspector held meetings with the committee chair, managers and staff.
- The inspector carried out a joint observation with the manager to assess the quality of teaching and learning.
- The inspector held discussions with parents and took their views into account.
- The inspector read and checked a number of documents, including self-evaluation and staff appraisals.
- The inspector observed the quality of teaching and learning, both indoors and outdoors.

Inspector
Helen Woolf

Inspection findings

Effectiveness of leadership and management is good

Managers have a clear vision for the setting and their self-evaluation reflects accurately their plans for improvement. These are shared and discussed with the staff collectively. An effective training programme is now in place and staff access this on a regular basis. This helps to improve practice. One member of staff attended a 'story starters' training programme and is now implementing this in the setting. This has helped to create a love of reading. Safeguarding is effective. The manager regularly checks staff's knowledge of child protection to ensure the children remain safe in their care. Senior staff monitor children's attainment and address any gaps in their learning. Staff are given time to ensure their planning reflects next steps in the children's learning. The manager is working towards finding a more effective way to track children's progress over time, to ensure she has an overview of different groups of children.

Quality of teaching, learning and assessment is good

Staff use their knowledge of the children to plan effectively for their learning. Most notable is the way in which staff question the children to reflect their differing ages and stages. For example, staff identify opportunities to assess children's knowledge of initial letter sounds or mathematical concepts by weaving questions into their conversations. Children are encouraged to make and think about their own learning choices, which has a positive effect on their confidence and growing independence. Staff continually offer simple explanations and positive praise, giving time for the children of differing ages to respond. Staff are sensitive to children's likes and dislikes and offer lots of encouragement, which helps to develop their curiosity.

Personal development, behaviour and welfare are good

Children form secure attachments with the staff in the setting. Staff are extremely knowledgeable about the children and use this to plan stimulating activities to broaden and build on their interests. For instance, staff planned an outing on the bus to a museum exhibiting dinosaurs when the children showed a particular interest in this. The importance placed on children's physical development is evident throughout the setting. Staff make good use of the spacious and well-resourced outdoor area to promote exercise and movement. Staff consistently model positive language. This has a positive impact on children's behaviour. For example, children interact kindly with each other and show respect for their peers. This was most noticeable during snack time when children were praised by their peers for trying their toast.

Outcomes for children are good

Children are supported well and are ready for the next stage in their learning. They make good progress from their starting points. Children are confident and eager learners who benefit from the enthusiasm of the staff, who share in their wonder and fascination. This helps to create a positive learning culture where the children are happy to have a go at new activities. Children with special educational needs and/or disabilities are very well planned for. Staff work closely with families to ensure the best outcomes for children. Children listen to others and follow instructions, broadening their knowledge through well-directed questioning.

Setting details

Unique reference number	315225
Local authority	Warrington
Inspection number	10066543
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	60
Number of children on roll	45
Name of registered person	Jack and Jill Pre-School Committee
Registered person unique reference number	RP524711
Date of previous inspection	23 February 2016
Telephone number	07513 734 288.

Jack and Jill Pre-School registered in 1984 and is located in Warrington. The setting employs nine members of childcare staff. Of these, one member of staff has qualified teacher status, and six hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday during term time only. Sessions are from 9am until midday and from midday until 3pm. Lunch is included in the afternoon session and a pack lunch is to be provided by parents. The setting provides funded early education for two-, three- and four-year-old children.

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