

Inspection of Jack and Jill's Pre-School

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

Inspection date: 16 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children happily enter the setting and are eager to participate in the activities available. They settle well and demonstrate secure relationships with staff. Children engage in a range of activities to develop their individual next steps in learning, based on their interests. Staff sit alongside the children and join in with their play, while also extending their learning. Children have opportunities to be creative and solve problems as they select their own materials to create models. They enjoy exploring different ways to make patterns using peg boards. Children are taught how to keep themselves safe as they learn about the role of firefighters. They use their imaginations as they pretend to be firefighters in the make-believe fire station.

Outside, children have fun developing their coordination skills as they kick large balls to staff or into a goal. They take it in turns to hide objects from other children and give instructions for children to follow to help them find the hidden items. Staff have high expectations for each child, including those in need of additional support and those for whom the setting receives extra funding. Children behave well and develop their listening and attention skills during circle time. Every opportunity is taken to extend their vocabulary. This helps prepare them for their transition to school.

What does the early years setting do well and what does it need to do better?

- There is an effective key-person system in place. The key person is introduced to parents and information is shared about their children when they join the setting and on an ongoing basis. This helps to support children's emotional needs and to identify what individual children know and need to learn next. Parents' comments about the pre-school are highly complimentary and they say they feel well informed about their children's progress.
- Throughout the session, children frequently come together as a whole group, for example at snack time, circle time and other adult-led activities. However, at times, this impacts on the time allowed for children to become immersed in their own choice of activity, particularly for younger children.
- Staff effectively support children who speak English as an additional language and children with special educational needs and/or disabilities. Children learn to use simple sign language as a visual means of communication. They explore different cultural backgrounds and learn about the world around them.
- Children are generally keen to engage in the activities on offer. There are daily opportunities for children to learn to recognise letters and to begin to link letters to sounds. However, some group activities are not as effective as other group activities at keeping children fully engaged and motivated to learn. The manager and staff do not always fully consider the age and stage of development of the

children.

- Children learn about healthy lifestyles. Staff maintain a high standard of hygiene. For example, toys are regularly washed. Children are taught good personal hygiene. They are offered a wide range of healthy snacks and participate in regular exercise indoors and outside.
- Children have fun developing their mathematical skills during counting songs and rhymes. They enjoy using props and count how many currant buns are left when they buy one and take it away. Staff use this activity to ask challenging questions to help extend their mathematical knowledge. Children learn to take turns and are praised for their efforts.
- Staff receive regular supervisions with the manager. They are supported to improve and reflect on their teaching skills and develop their knowledge and skills through training. Staff are well qualified and are encouraged to share their skills with the team to help further support children's progress.
- Since the last inspection, efforts have been made to build effective working relationships with other settings that children also attend. As a result, staff are gaining more information about children's progress.
- The manager effectively uses additional funding, such as the early years pupil premium, to support children. For example, resources to support children's communication and language skills have been purchased.
- The manager, directors, staff and parents regularly share their views on ways to develop the pre-school. There are clear plans in place to make improvements. For example, they would like to add some cover to the patio area to enable children to more freely access sand and water play outside.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of the procedures to follow should they have any concerns about a child's welfare. They are knowledgeable about the possible signs that could indicate a child is at risk of harm. Staff know the procedures to follow to report any concerns. Children are closely supervised, and staff carry out risk assessments to identify and reduce hazards. For example, the main door is locked during sessions. On occasions when children are not collected by their main carers, there is a password system in place to help check the identity of the adults and enhance children's safety.

What does the setting need to do to improve?

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

- use a wider range of teaching strategies to help children learn to link sounds to letters, ensuring that the activities are age appropriate
- review the organisation of daily routines and group times to maximise

opportunities for younger children to be more deeply engaged in their learning through the activities they choose for themselves.

Setting details

Unique reference number	EY411974
Local authority	Staffordshire
Inspection number	10102044
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	21
Number of children on roll	26
Name of registered person	Jack and Jill's Pre-School (Lichfield)
Registered person unique reference number	RP902899
Telephone number	07751 271970
Date of previous inspection	21 March 2019

Information about this early years setting

Jack and Jill's Pre-School registered in 2010. The pre-school employs five members of childcare staff. Of these, one holds qualified teacher status and one is qualified at level 7. Two other members of staff are qualified at level 3 and one at level 4. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.15am until 2.30pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Dawn Robinson

Inspection activities

- The inspector conducted a learning walk with the manager and discussed how the curriculum is planned.
- The manager completed a joint observation and evaluation of an activity with the inspector.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector looked at evidence of the suitability of staff working in the provision and a sample of documents, which included children's records, policies and procedures.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.

We carried out this inspection 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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