

# Inspection of Jasmine Park Pre School

Jasmine Park Pavilion, Wallbrook Avenue, Macclesfield, Cheshire SK10 3GL

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Inspection date: 5 February 2020

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children appear very happy and settled in the spacious and well-resourced pre-school. They have secure attachments with the caring and considerate staff. Children confidently approach staff for assistance and affection. They enjoy a cuddle when upset. Staff are quick to reassure and comfort children, who happily return to play with their friends. Children generally behave very well. Staff give children gentle reminders to be kind to their friends. As a result, children are developing empathy for others and an understanding of appropriate behaviour. Well-established routines promote a sense of harmony. Children confidently line up to wash their hands and for outside play. They enjoy sharing the responsibility of carrying the basket of balls to the safe and secure outside play area.

Staff know the children well and strive for them to be happy, confident learners. When children first attend, they have as many visits and sessions as they need. This helps children to feel safe and secure and is very reassuring for parents. Parents are very happy with the care and education their children receive. They say the atmosphere in the pre-school is 'lovely, peaceful, friendly and happy'. Parents comment that the bonds staff have formed with their children gives them, as parents, a sense of comfort.

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

- The provider has high ambitions for the pre-school. She has created a welcoming and cosy environment, which is inviting and interesting. Children settle well and thrive in the well-ordered setting. Staff work very well with other settings children attend. They share information to ensure children progress well and are ready for their transitions to school.
- Children are captivated and engaged with the assortment of activities provided. They delight in water play. Children use a variety of utensils and containers to scoop water out of the tray. They play happily, splashing the surrounding environment. Children's safety is well promoted, as staff frequently mop up spillages.
- Staff provide children with tailored learning experiences to meet their individual needs. Children's artwork is proudly displayed around the pre-school. This gives them a sense of belonging and ownership of their little group.
- Children relish in creating their own bear-face hat. Staff support younger children, by helping them with sticking on the eyes and stapling the hat together. With most-able children, staff encourage them to try themselves. This helps children to develop a can-do attitude and to be independent learners.
- Staff skilfully plan and adapt activities to progress children's development. They are proactive in planning activities that will help to close any gaps in children's learning. For example, double-handled scissors are provided to support children

who struggle to use single-handed scissors independently. Staff undertake progress checks for all children at age two. However, these do not always detail children's progress clearly.

- Children learn about other cultures and religions through outings and creative play. For example, they go to the local shop to buy food ingredients to learn about Chinese New Year and make their own red Chinese lanterns.
- Active indoor and outdoor games develop children's physical skills. Children squeal with delight when running around the games court, kicking balls and chasing after them. When it is too windy and wet for younger children to safely play outside, staff transform the large pre-school room into an obstacle course. Children enjoy climbing and moving around the course.
- Children thoroughly enjoy story time. They are eager to answer when asked to recall parts of the story and confidently join in the 'Goldilocks' song. Children enthusiastically contribute their own ideas for activities, for example, by asking to make porridge. Staff competently support children's growing vocabulary. However, they do not always use the correct terminology for footwear.
- Early mathematical skills are well promoted. Three-year-old children successfully separate the different-coloured bears and confidently count how many they have collected.
- The provider and staff evaluate their practice well. They have a good understanding of what they want to achieve when carrying out activities and adapt them to achieve the desired outcome. The provider supports staff's professional development and well-being. As a result, children benefit from the care and attention of a happy and motivated staff team.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have undertaken training in child protection. They have a secure understanding of the possible signs and symptoms of abuse. The procedures for referring concerns are clear, should staff have concerns about a child's welfare. Staff have a good understanding of wider safeguarding issues and are alert to any changes in a child's home life. The pre-school is safe and secure. Staff regularly risk assess the outdoor play areas and ensure that any hazards are immediately removed. As a result, children are safe and protected in the pre-school.

## What does the setting need to do to improve?

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

- ensure the progress check at age two includes a clear summary of children's development in the prime areas of learning
- further promote children's communication and language by using the correct terminology for footwear.

## Setting details

<b>Unique reference number</b>	EY553350
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10144382
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Stuart, Sharon
<b>Registered person unique reference number</b>	RP553349
<b>Telephone number</b>	07733353488
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Jasmine Park Pre School registered in 2017 and is located in the Broken Cross area of Macclesfield. The pre-school employs two members of childcare staff, who both hold a recognised early years qualification at level 3. The pre-school opens Monday to Friday, term time only. Sessions are from 9.05am until 3.05pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Maxine Allmark

### Inspection activities

- The provider took the inspector on a tour of the premises, indoors and outdoors.
- Parents' views were considered, through written feedback.
- The inspector observed the quality of education during indoor and outdoor play. She assessed the impact of activities on children's learning and development.
- Documentation was sampled. This included evidence of suitability of all staff, training courses attended and qualifications.
- The inspector discussed an observation of children's learning with a staff member.

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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