

# Inspection of Little Jax PreSchool

Headley Drive, Epsom, Surrey KT18 5RP

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Inspection date:

12 October 2021

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### The provision requires improvement

Children enjoy attending this nurturing pre-school. They form secure relationships with staff, who provide much needed support, following absences due to the COVID-19 (coronavirus) pandemic. Staff prioritise and respond swiftly to children's emotional needs. This is successful in enabling new children to settle and to develop their confidence. Staff strive to achieve the best possible outcomes for children and the curriculum is built around children's learning needs and interests. However, leaders and staff do not fully reflect on its effectiveness to ensure it is rich and offers optimal challenge for all children.

Children benefit from small group activities, where they share books and play picture matching games. Staff build on children's vocabulary by giving them choices and introducing new words. Children show confident physical dexterity, as they jump on the trampoline, skilfully walk on the balance board, and energetically dance during the planned music session inside. However, outdoor play experiences are limited, due to the garden being overgrown and hazardous.

There are successful partnerships with parents and other agencies involved in supporting children's development and well-being. Children behave well, and staff use positive techniques to help them manage their feelings and emotions. They reassure children and provide comfort to ease their upset.

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

- The pre-school leader has a good knowledge of the local community, which enables her to respond to the needs of families attending. Additional funding is used well to ensure children receive the help they need. This includes one-to-one support and small group activities. Staff use what they know about children's interests to inform the planning of activities. However, they do not continually reflect and improve on what is working. For example, some play areas are not inspirational, consequently, children tend not to choose materials for mark making. Although the children enjoy the role play, it does not sustain their interest for very long.
- Staff regularly observe children and complete assessments, working closely with other agencies to support children's education and health care plans. Children learn essential skills which helps to prepare them for the next stage in their learning, including their transition to school.
- Although staff actively engage children in conversation, they do not provide enough visual prompts to enhance the communication for children who have little or no language.
- The cohesive, qualified team provide effective levels of care for children who are disadvantaged and for those with special educational needs and/or disabilities.

They read stories and talk to children about their differences, to aid understanding and promote inclusion. There are clear plans and partnerships with other professionals in place, which promotes consistency in children's care and learning.

- The opportunities for children to experience daily outdoor activities are limited. The overgrown garden contains hazards and is not currently suitable for children to use. The pre-school leader does not take swift action to ensure children benefit from daily outdoor activities.
- Partnership with parents is strong. Parents report that their children love coming to the pre-school and they are pleased with the progress they make. Parents of children who have experienced limited social interaction outside of their family, praise the staff highly. They thank them for their consistent, thoughtful approach, which enables their children to settle well and enjoy their learning. Parents receive regular updates from staff about the progress children make.
- Children bring a healthy packed lunch to the setting. They drink water or milk regularly to ensure they remain hydrated. Staff talk to the children about healthy eating, so they begin to learn which foods are good for them. Children's care routines and individual needs are supported well. Children are beginning to show independence at mealtimes and during personal care routines.
- The pre-school leader demonstrates commitment to improving the curriculum to ensure children gain the experiences they need to achieve well. She is proactive in supporting staff well-being, ensuring there are regular opportunities to meet and train as a team.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of child protection and wider safeguarding issues. They are confident in their knowledge of reporting procedures if they have any concerns about a child in their care. Staff also understand their personal responsibility to safeguard children and know how to respond if their concerns are not dealt with swiftly. The pre-school leader ensures that all staff attend regular safeguarding training to ensure their knowledge is current. All staff have the contact details of the local safeguarding partnership.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
take action to make the garden safe and suitable for children to experience daily outdoor activities.	05/11/2021

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

- review the curriculum to extend the choices for children to encourage their engagement and provide greater challenge
- extend the visual resources in the setting to enhance communication and help children to understand routines.

## Setting details

<b>Unique reference number</b>	EY445850
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10208767
<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 at time of inspection</b>	2 to 3
<b>Total number of places</b>	30
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Jackson, Jacqueline Constance
<b>Registered person unique reference number</b>	RP511362
<b>Telephone number</b>	07788 805766
<b>Date of previous inspection</b>	19 October 2016

## Information about this early years setting

Little Jax PreSchool registered in 2012. It is located in Epsom Downs, in Surrey. The pre-school operates Monday to Thursday from 9.15am to 12.15pm, with a lunch club to 2.15. There are 11 staff members, including the manager. 10 staff are qualified from level 3 to level 6 in childcare. The manager holds early years professional status. The setting is in receipt of funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lizzie Mackey

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The pre-school leader and the inspector completed a learning walk of all areas of the pre-school and discussed the curriculum.
- The inspector carried out a joint observation of a group activity with the pre-school leader.
- The inspector observed the quality of education being provided and assessed the impact of this on children's learning.
- The inspector spoke to parents and took account of their views.

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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