

Inspection of Jack and Jills Pre School

Methodist Church Hall, Shepherds Lane, Beaconsfield HP9 2DU

Inspection date:

11 May 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are settled and content. They receive warm welcomes from staff and happily enter the pre-school. Children are confident to make choices about where to play. For example, they happily move between the indoor and outdoor areas. Children behave very well. Staff are very effective role models who are consistently kind, polite and helpful to each other. Children cooperate quickly with routines. This is because staff teach them effectively about what to expect when. Children happily and promptly line up to wash their hands or gather on the floor for singing or stories.

Staff want children to be happy and safe. They have good intentions and want children to do well during their time at pre-school. However, staff are not always ambitious enough for children. Although staff have some overarching aims for children's learning, they do not give enough consideration to how they will teach the skills and knowledge they want children to learn. As a result, children spend much of their time, while happily playing, not engaging in activities that best consolidate or build further on what they already know or can do.

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

- The pre-school has been through a period of change. The provider has begun to accurately identify changes that will enhance children's experiences at pre-school. She has recently appointed new senior staff to support with this, and is now well placed to make the needed improvements she has identified.
- Staff provide a range of resources they think children will enjoy. Children find some of these initially interesting. They enjoy playing with dough, water and toy vehicles. However, staff do not always successfully build on this initial interest through their interactions. Children are not consistently helped to focus and build on what they can already do.
- Children benefit from lots of opportunities to listen to stories and develop a love of books. Staff read to children throughout the day. Children enjoy snuggling in for a story, helping to turn pages and talking about the pictures they can see.
- Staff are not fully effective in supporting children's developing language. Children hear lots of words and phrases. However, staff are not fully successful at engaging children in back-and-forth conversations. This is because they sometimes do not take account of what children say, and ask questions that shut down, rather than encourage, conversation. This is especially the case with the youngest children, who are asked quite a lot of questions they do not yet have the knowledge they need to answer, such as the names of numbers or colours.
- Staff support children's developing independence effectively. They encourage children to try and do things for themselves, such as serving their own food and

finding their own shoes. Children respond by happily having a go to meet many of their own self-care needs. Staff are always happy to help if needed.

- The amount of attention children receive from staff varies on children's interests and where they choose to play. This means that the help children receive to build skills and knowledge is variable. For example, children who enjoy crafts have lots of interaction from staff, whereas those who enjoy playing in the 'home corner' receive much less.
- Overall, staff make children feel safe and secure. However, they do not always meet children's personal care needs with as much dignity as they could. For example, staff have not created a quiet and calm space for nappy changing. This does not best support children's emotional well-being.
- Staff do not receive the support they need to have an accurate understanding of expectations around their role in helping children learn. This has led to too narrow a focus for some aspects of the curriculum. For example, staff focus on teaching older children the names of letters, rather than the broader skills children need for later phonics learning at school. Staff are not clear about how to best use the progress checks for children aged two years, in order to share with parents accurate information about their children's progress. That said, parents speak very warmly of all staff.
- The provider acts with integrity. She carefully considers if the provision needs additional funding to meet some children's individual needs. The provider ensures that children who need it get the extra help they may require to enjoy and join in with what is on offer at pre-school. She works effectively with other professionals to do so.

Safeguarding

The arrangements for safeguarding are effective.

The provider ensures staff have detailed and accurate knowledge about their role in keeping children safe. Staff confidently talk about the signs of potential abuse or neglect. They understand the risks to children of being in unsafe situations at home, such as being exposed to domestic violence or radical ideologies. Staff know how to share any such concerns, including with professionals beyond those involved with the pre-school, should the need to do so arise. They understand the safe working practices they need to follow themselves and what they would need to do if they were ever concerned about a colleague's conduct. Staff ensure that the premises are safe, secure and suitable for the care of children.

What does the setting need to do to improve?

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

	Due date
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plan and deliver a curriculum that focuses effectively on the skills and knowledge children will most benefit from learning next	17/07/2023
develop an effective system for monitoring staff practice, and use training and feedback to help staff develop a better understanding of how to plan and deliver consistently good or better teaching.	17/07/2023

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

- improve the use of some care routines to help children feel emotionally secure and best promote their well-being
- improve the use of the progress check when children are aged two years to share accurate information with parents, including any concerns about children's progress.

Setting details

Unique reference number	2622525
Local authority	Buckinghamshire
Inspection number	10285827
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	30
Name of registered person	Jolly James Day Nurseries Limited
Registered person unique reference number	2622527
Telephone number	07516706800
Date of previous inspection	Not applicable

Information about this early years setting

Jack and Jills Pre School re-registered in 2021 and is situated in Beaconsfield, Buckinghamshire. It is open from 8.30am to 3.30pm Monday to Thursday, and from 8.30am to 11.30am on Friday, during term time only. There are nine members of staff, of whom five hold relevant childcare qualifications at level 3 or above. The provider is in receipt of funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 inspector and the deputy manager completed a learning walk together and discussed the early years curriculum.
- The deputy manager and the inspector carried out a joint observation.
- Parents, staff and children shared their views with the inspector.
- The inspector held meetings with the provider to find out about the leadership and management of the pre-school.
- Relevant documentation was looked at by the inspector.

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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