

# Jack & Jill Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	315225
<b>Inspection date</b>	04 May 2007
<b>Inspector</b>	Sheila Iwaskow
<b>Setting Address</b>	Old Hall Road, Old Hall, Warrington, Cheshire, WA5 9PA
<b>Telephone number</b>	07761 906697
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<b>Registered person</b>	Jack and Jill Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Jack and Jill Playgroup has been open since 1984 and is run by a management committee. It is held in Bewsey Barns Community Centre in the Old Hall area of Warrington. The children have access to a large community room, an enclosed outdoor play area and associated facilities. The playgroup serves the local and surrounding area.

The playgroup is open term time only from 09.00 to 11.30 on Thursday, from 12.30 to 15.00 on Wednesday and from 09.00 to 11.30 and 12.30 to 15.00 on Monday and Friday.

There are 41 children on roll and of these, 24 receive funding for nursery education. The playgroup supports children with learning difficulties and disabilities and those who speak English as a second language.

There are four staff who work with the children and of these, two hold an appropriate early years qualification. Another member of staff is currently working towards a recognised award.

The playgroup is a member of the Pre-School Learning Alliance and receives support from Sure Start in Warrington.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Appropriate health and hygiene procedures are followed by staff to protect children from cross-infection and to help keep them well. A cleaner is employed by the community centre and staff follow sensible hygiene routines, such as wiping down tables before snack time and cleaning floors. Children are learning to follow simple and good health and hygiene procedures. They wash their hands with soap and water after toileting and before eating. Posters, in written and picture format, remind children to wash their hands and to put the paper towels in the bin. A suitable sick child policy is in place, which helps to minimise the spread of illness. One member of staff holds a current first aid certificate, which means that any accidents or incidents are generally handled well. Documentation relating to health is well maintained, however, confidentiality is not respected when accidents are recorded.

The dietary needs of children are recorded on their personal records and all staff are made aware of these. Nutritious snacks are provided including yoghurts, bread sticks, and toast made with white and brown bread. Food high in fat content is served occasionally as a treat. Snack times are relaxed social occasions, where children and staff sit together and chat. The use of brightly coloured crockery makes eating a more pleasurable experience for children. Children freely access drinks from the water dispenser to ensure that they remain refreshed throughout the day.

Children's physical development is progressing well. Weather permitting, children move freely between the indoor and outdoor areas to engage in physical play. A good range of equipment is available, which children use with increasing control. For example, children successfully manoeuvre wheeled toys and show due consideration for others as they move around the outdoor play area. They explore different ways of using their bodies as they negotiate the climbing frame, balance on the beam and crawl through the tunnel. Children take part in games, such as football and basketball, which allows them to begin to experience working as part of a team, following defined rules.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a safe and secure environment that is suitable for the purpose. The room is light, bright and airy, and window coverings are in place to protect children from the glare of the sun. The attractive book area, with soft furnishings, provides space for children to relax. Toilet facilities are also on hand. The setting does not have sole use of the premises and consequently space to exhibit children's work is limited. However, staff enhance the attractiveness of the learning environment by ensuring that some art work, number lines and alphabet friezes are clearly visible. Good use is made of space to provide children with a range of activities that cover all areas of their learning. There is a wide range of play materials that is appropriate to children's age and stage of development. The safety and cleanliness of the play materials is regularly checked and damaged items are removed.

Children stay safe, in the main, because of procedures followed and the use of appropriate equipment. For example, children are well supervised as they play, good systems are in place for the safe collection of children at the end of the day and a secure gate is in place, which prevents unsupervised access to the kitchen area. Children are involved in emergency evacuation

procedures, which are fully outlined in the notice displayed. This allows them to become familiar with defined procedures to be followed in the event of a fire or emergency evacuation. However, a potential risk to children safety has been identified; an accurate record of visitors to the setting is not kept. Visits to the setting from representatives of the fire service teach children about keeping themselves safe.

Children are protected because staff are aware of the signs and symptoms of abuse and who to contact if they have concerns. However, the child protection policy does not contain the telephone numbers of the relevant authorities, which makes it more difficult for staff to make a referral if they have concerns.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are happy, relaxed and secure in their surroundings. They confidently separate from their carers and eagerly explore the range of exciting opportunities that are laid out for them by staff at the beginning of the session. Settling in procedures are implemented to ensure a smooth transition from home to the pre-school. There are warm and affectionate relationships between staff and children. Staff support children throughout the session, working alongside them and engaging them in a variety of activities and experiences.

Children are confident of the daily routines that operate within the setting. They understand that coats and bags must be put tidily away and that when the music is played it is time to tidy up. These routines promote security and consistency in children's lives and help them to respect the environment in which they play. Children develop a sense of self as they make hand prints and write a book entitled 'All About Me'. They confidently follow simple instructions, such as jumping up and down when staff shake the tambourine and stopping when the tambourine is banged.

Activities provided, such as role play, construction and creative opportunities encompass many of the components of the 'Birth to three matters' framework. However, the planning and assessments for younger children are not linked to this curriculum. Furthermore, parents are not given any information on this framework, which prevents them from being more fully involved in their children's learning.

Children are beginning to learn right from wrong as staff gently explain to young children the importance of listening whilst others are talking.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children make steady progress in all areas of their learning as staff have a growing awareness of the Foundation Stage and early learning goals. Staff are enthusiastic, therefore encouraging the children to become involved and interested in the broad range of activities on offer. There is a good balance of adult-led and child-initiated activities. However, the planning of the focused activities lacks detail; the needs of the more and less able children are not identified, activities are not consistently evaluated and the next stages of children's learning are not predicted. Procedures are in place to assess children's progress, both formally and informally throughout the year. Formal assessments are clearly linked to the stepping stones and enable staff to track children's progress towards the early learning goals.

Areas of continuous provision are in place to encourage children to learn independently. However, resources in some areas are not always made readily available to the children. This limits opportunities for children to learn through free play. Teaching styles are varied and have a positive effect on children's learning. In the main, children's help skills are developing well as they help tidy away at the end of the session and manage their own personal care.

Children are confident and engage well with each other and visitors to the setting. They speak openly and confidently; individual children tell the group about a forthcoming holiday to Wales and sing songs, such as 'Bob The Builder' at circle time. Children derive a great deal of pleasure and show a keen interest in books. They are introduced to terminology, such as 'author', 'illustrator' and 'blurb'. The use of effective questioning from staff encourages children to retell the story in their own words. Mark making materials are available in some areas to encourage children to form recognisable letters. Composing a letter to Father Christmas teaches children about writing for a purpose. Children have many opportunities to recognise their name as they self-register at the beginning of the day and find their placemat at snack time. However, opportunities for children to link sounds to letters are not sufficiently promoted as part of the daily routine.

Children are introduced to number, problem solving and calculating through planned activities and through their play. For example, they count the days of the week, calculate whether there are more girls or boys present and identify the colours of the bears. Children explore the concept of shape as they identify circles, squares, triangles and rectangles displayed in the environment and make models from junk.

Children have access to computers and other electronic toys and equipment. They are able to skilfully control the mouse when playing educational games on the computer. Children use a range of construction toys, tools and resources to design and make models. Looking at baby photographs and discussing what day it was yesterday and what day it will be tomorrow helps children understand the passing of time. Conducting simple experiments helps children observe change. For, example they look at what happens to the cress when it is deprived of water and light and how objects change when they are observed through magnifying glasses and binoculars.

Children express themselves freely using a variety of media as they make autumn posters using paint, paper and leaves, and transfer hand prints on to canvas and design a transport collage. They thoroughly enjoy music and movement sessions, eagerly playing with musical instruments and moving their bodies to music. Dressing up as a police officer, a nurse or playing in the home corner allows children to initiate their own ideas, whilst having fun.

### **Helping children make a positive contribution**

The provision is good.

All children are warmly welcomed and made to feel special. Staff take time to find out about children's individual needs before they start at the pre-school, which are generally well met. Children learn about the wider world in variety of ways. They celebrate festivals, such as Independence Day, Chinese New Year and Divali, taste food from other countries and access a good range of resources that reflect equality of opportunity. Visitors to the setting come in and talk about life in China, which further raises children's awareness of diversity. A comprehensive policy underpins the care of children with learning difficulties and disabilities. The setting ensures that they are welcomed into a sharing and inclusive environment and they work closely with parents and outside agencies to ensure that the best possible care is offered. Children's spiritual, moral, social and cultural development is fostered.

Children are delightful and very well behaved. They play harmoniously together, learning to share and take turns. For example, they patiently wait for their turn on the computer and happily share the building blocks as they make models. Staff treat all children with individual care and respect and any instances of unacceptable behaviour are dealt calmly with by staff using strategies that reflect children's age and maturity. The use of frequent praise fosters children's confidence.

Positive relationships are established with parents in respect of their care. They receive a welcome pack, which details policies and procedures and contains colour photographs of staff, together with details of their qualifications. A diary system is in place, which acts as a means of communication between parents and staff. Informal chats at the end of the day also keep parents up to date with how their children have spent their time at the pre-school. Parents are happy with the service provided. They find the staff 'helpful' and 'approachable' and comment that their children have settled in well.

The partnership with parents of children in receipt of nursery education is satisfactory; this has a positive effect on children's sense of belonging. Parents are warmly welcomed into the pre-school both at the beginning and end of the day. However, parents are not invited to contribute to children's assessments when they start at the setting and they do not receive written reports detailing their children's progress towards the early learning goals. Furthermore, parents are not provided with sufficient detailed information about the Foundation Stage to enable them to have a depth of understanding about the curriculum that is being delivered to their children.

## **Organisation**

The organisation is satisfactory.

Sound procedures are in place for the selection and recruitment of staff. The management committee recognises their responsibility to obtain checks for new members of staff. However, there are no formal procedures in place to monitor the ongoing suitability of existing staff. This is a breach of regulations. Staff are suitably qualified and work well as part of a team. New staff are appropriately inducted and volunteers and those on placement from local schools are informed of relevant policies and procedures. A named deputy is in place, ensuring continuity in the absence of the manager and arrangements are in place to cover for staff illness or shortages. Children's care is enhanced by high staffing levels. However, a key worker system is not in place, which hinders the setting's ability to ensure that children's individual needs are fully met.

Most records relating to the children are in place, up to date and organised to reflect confidentiality. However, an accurate record of staff's hours of attendance is not maintained and Ofsted have not been notified of changes to the management committee. Both of these issues are breaches of regulations. Furthermore, some of the policies available in a file at the pre-school are not pertinent to the setting.

Leadership and management of the nursery education is satisfactory. The management have created a positive ethos and children benefit from experienced staff who are sensitive, kind and caring, which has a positive effect on their well-being. Staff attend training and staff meetings take place on a regular basis. The management are aware of the areas for development and demonstrate a positive attitude to address these in a timely manner to ensure that the best possible nursery education is offered to the children who attend.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Following the last care inspection the provider agreed to meet three recommendations regarding equal opportunities, the range of activities provided and the child protection policy. All these issues have now been successfully addressed. Children have access to a good range of resources and experiences which raise their awareness of the wider world, and details of these are included in the body of this report. Activities provided now meet the needs of all the children who attend and provide an appropriate level of challenge to extend their thinking. The child protection policy now includes procedures to be followed if an allegation is made against a member of staff or volunteers, ensuring that children are protected.

At the last nursery education inspection issues were raised regarding the staff's understanding of the Foundation Stage, the use of observations, the delivery of a balanced curriculum and the provision of information for parents on the Foundation Stage curriculum. Good progress has been made and the staff have worked hard with the early years advisory teacher to address these issues.

Staff have attended regular training to gain a more secure understanding of the Foundation Stage and systems are now in place to ensure that a broad and balanced curriculum is delivered to all children in receipt of funding for nursery education. These improvements enhance the quality of nursery education offered by the setting.

However, issues relating to information on the Foundation Stage for parents and of the use of observations to plan for the next stages of learning are still not yet fully complete and have been highlighted as recommendations at this inspection.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required Ofsted or the provider to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that planning and assessments for younger children are clearly linked to the 'Birth to three matters' framework
- implement a key worker system and ensure staff's hours of attendance are accurately recorded
- maintain an accurate record of visitors to the setting and update child protection policy to include the relevant telephone numbers
- implement systems to monitor the on going suitability of staff; review all policies to ensure that they are pertinent to the setting and ensure that Ofsted are informed of changes to the committee.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the planning of focused activities by ensuring that the needs of the more and less able children are clearly identified, that activities are consistently evaluated and the next steps of children's learning are predicted and used to inform planning
- further develop the accessibility of resources so that children can make more informed decisions about their play (also applies to care)
- provide more opportunities to link sounds to letters as part of the daily routine
- invite parents to contribute to their children's assessments when they start at the pre-school and provide parents with written information on children's progress towards the early learning goals
- provide parents with detailed information on the Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)