

Jack and Jill's Pre-School

Inspection report for early years provision

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Inspector	Shirley Wilkes

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Type of setting	Childcare on non-domestic premises

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Introduction

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Description of the setting

Jack and Jill Pre- school opened in 1992 and it changed premises in 2010. It operates from a community centre in Lichfield, Staffordshire. The setting serves the local area and has strong links with the local school. There is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during school term. Sessions are from 9.10am until 12.10pm and afternoon sessions are from 12.30pm until 2.30 pm on Tuesday, Wednesday and Thursday. Children are able to attend for a variety of sessions. A maximum of 35 children may attend the provision at any one time. There are currently 65 children on roll. The setting is registered on the Early Years Register.

The setting employs 10 members of child care staff. Of these, nine hold appropriate early years qualifications to Level 3 and one employee is currently studying towards this. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, relaxed and clearly enjoy their time at the setting. Staff are motivated, work well as a team and strive to offer an inclusive and welcoming service where all children are valued as individuals. Children's welfare is protected through mostly effective practices. Documentation is maintained well and all relevant policies and procedures are reflective of practice and suitably implemented. Space and resources are used creatively to provide a varied range of practical activities that help children learn whilst they play and explore. Children's care and learning needs are met effectively as the setting works closely with parents and relevant professionals. Systems to evaluate and improve practice are being developed further. The management and staff demonstrate a positive attitude and good commitment towards sustained and continuous improvement of the setting.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- increase the opportunities at snack time for children to develop their independence.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is maintained in the setting. Good priority is given to safeguarding children because all staff are aware of possible signs and symptoms

of abuse. They have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. Effective procedures for the recruitment and vetting of staff are in place, together with the effective procedures for the induction of new staff. The manager and staff have a good understanding of health and safety issues and have written policies and procedures in place. Written fire procedures are in place and staff ensure that regular fire drills are completed. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. Annual and ongoing risk assessments are completed.

The setting is well maintained and attractively presented to help children to settle happily. Children's work is displayed and the large and varied range of age-appropriate resources creates a child-friendly environment. Children are able to freely access the well-resourced outdoor play area. Staff are continually reviewing their methods to enable children to make further choices during outdoor play. This enables children to extend their enjoyment further and benefit from the fresh air and physical activity.

A key person system is in place which helps the communication between parents and enables close bonds to form with children. Parents receive a good level of information about the setting. They contribute to documentation which includes relevant information to enable staff to care for children according to individual needs and in line with parents' wishes. Methods of involving parents in planning for children's future learning are being developed, such as, the lending library enabling the children to take home books to look at. The staff recognise the importance of working with other professionals and has made appropriate links with other settings children attend and also the nearby school. As a result, there is continuity of care and learning and a smooth transition as children move on in their education.

Regular staff meetings and frequent opportunities for staff development and training ensure that they all keep up-to-date with changes. The management team and staff have undertaken some informal self-evaluation of the setting, and have a good understanding of their strengths and areas for improvement. This demonstrates a commitment to improving their practice and a clear vision for the future to maintain continuous improvement.

The quality and standards of the early years provision and outcomes for children

Children benefit from a welcoming environment where staff are friendly, caring and spend quality time interacting and supporting them as they play. They are appropriately comforted by staff, helping them to feel safe and secure. Children enjoy themselves in the friendly and warm environment. They develop a sense of belonging as they self-register posting their names in the post box, and see their art work displayed. They make good friends, they chat whilst they play and they are encouraged to play together and learn about right and wrong. They are patient and wait for their turn on the computer. They develop their independence as they

choose what they play with and readily seek further resources to enhance their play.

Staff observe children during play and record their achievements. They use these observations to plan next steps for them to work towards and as a result, children make good progress.

Children develop skills for the future through the range of activities, such as, exploring technology using the computer, torches and various resources in the role play area. Simple mathematical and scientific concepts are introduced during their everyday play and routines. Children develop hand-control needed for later writing as they use a range of tools in art and craft activities, Children are able to freely access writing materials and enjoy taking the wheeled storage box to their chosen table. Their language skills are developing as staff engage in play with the children and take time to listen to them during circle time and during their play. Routines, such as, getting coats on for outdoor play and taking care of their own personal hygiene help develop their independence. However, they are not always encouraged to pour their own drinks and self-select their snack at their cafe. All children take responsibility for tidying up which they complete with enthusiasm to music. Behaviour is good in the setting. Children begin to understand the need to share and take turns appropriately supported by staff. Children eagerly take part in the reinforcing of the house rules recognising the pictures on the large lollipops used at circle time.

Children develop a range of physical skills and benefit from fresh air and exercise as they freely access the well resourced outdoor play area. They enjoy playing on their bikes and scooters and cooking outdoors in the home corner. Trips out in the local area provide opportunities for children to consolidate skills learned and enable them to develop awareness of the world around them. Children learn about a variety of cultural festivals and special events, such as, Diwali, Bonfire night, Christmas and the Chinese New Year creating art work and looking at books.

Children are encouraged to follow effective hygiene routines, such as, hand cleansing before snacks and the use of paper towels and liquid soap to wash hands after using the toilet. The setting promotes healthy eating a variety of healthy snacks are provided, such as, fruit and bread sticks.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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