

Jack & Jill Pre-School

Inspection report for early years provision

Unique reference number	315225
Inspection date	23/02/2012
Inspector	Shirley Wilkes

Setting address	Old Hall Road, Old Hall, WARRINGTON, Cheshire, WA5 9PA
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Type of setting	Childcare - Non-Domestic
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Jack and Jill Pre-School has been open since 1984 and is run by a management committee. It is located 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 setting serves the local and surrounding area. The Pre-School is open term time only from 9am to 11.30am and 12.30pm to 3pm on Monday, Wednesday, Thursday and Friday and from 9am to 11.30am on Tuesday.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the setting at any one time, none of whom may be under two years of age. There are currently 60 children on roll.

There are seven members staff who work with the children, five of whom hold appropriate early years qualifications. The Pre-School is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, confident and enjoy their time at the Pre-School and make satisfactory progress towards the early learning goals. Positive relationships have been developed with parents. However, partnerships with other settings that children attend have yet to be established to ensure there is continuity in their care and learning. Most of the documentation required is in place. Systems to evaluate the effectiveness of the provision are in their early stages, however management have identified areas for improvement to demonstrate continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- request written parental permission at the time of children's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 01/03/2012
- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 01/03/2012
- keep a daily record of the names of the children looked after on the premises, their hours of 01/03/2012

attendance and the names of the children's key workers (Documentation).

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

- use assessments more effectively to plan the next steps in a child's developmental progress and regularly review this approach
- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well-being
- develop evaluation systems and share knowledge, question practice and test new ideas to ensure that the quality of children's learning, development and care continues to improve
- develop effective communication methods between settings to ensure that children's needs are met and there is continuity in their learning.

The effectiveness of leadership and management of the early years provision

Staff have a suitable knowledge and understanding of their roles and responsibilities with regard to safeguarding and protecting children. The current staff team have been vetted appropriately to ensure they are qualified and experienced. Most records relating to children's individual health and safety are maintained. Staff complete the necessary paperwork to ensure children's well-being, such as accident and medication records, However, not all of the children's records show consent has been obtained for the setting to seek emergency medical treatment and advice if needed, which may compromise children's well-being in an emergency. Information has also not been obtained for all children regarding who has legal contact with the child, and who has parental responsibility for the child. Whilst the register records children present it does not contain their arrival and departure times which may compromise children's safety in an emergency situation.

Most relevant policies and procedures are in place and in the process of review. A detailed risk assessment is in place, however this does not contain all potential areas within the setting that children come into contact with. This potentially compromises children's safety. The setting strives to make the environment child friendly with some displays of children's art work and age-appropriate resources set out around the room which helps the children to settle happily. Staff are suitably deployed to support children in their play. Children are able to freely access the enclosed outdoor play area throughout most of the session. Staff have a satisfactory understanding of children's individual needs and recognise and value children's differences. All children are able to access a varied selection of resources to learn about the wider world and other cultures through their play and take part in celebrating various festivals. Children feel safe as they are familiar with the key workers who care for them. They are aware of the rules for safety in the setting and outdoors. Children are able to play in an suitably organised environment where space is used effectively.

Parents receive information about the setting through the use of the notice board. Staff make time for parents each day to keep them informed about their child's time at the setting. They contribute to documentation which includes relevant information to enable staff to care for children according to their individual needs and in line with parents' wishes. The setting has developed links with the local school that many of the children will attend to aid in their transition in their education. However, links with other settings children attend have not been developed to ensure the continuity in children's care and learning. The management team and staff have begun to evaluate the setting and are aware of their strengths and weakness, for example changes have been made to the outdoor play area to benefit the children.

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

Staff have a satisfactory approach to planning and assessing children's individual progress. They demonstrate an acceptable knowledge and understanding of the Early Years Foundation Stage. Staff observe and records children's starting points and activities. However, these observations are not then used to plan for children's individual progression across all areas of their learning.

Children learn through play in a warm, suitably resourced environment. They are able to freely access a variety of resources which stimulate their interest to explore and extend their ideas and learning. Children frequently access the book area looking at favourite books. Children begin to understand the need to share and take turns, appropriately supported by staff. Staff promote a positive awareness of diversity through discussion, positive images and the celebration of various festivals such as Chinese New Year.

Children are helped to recognise their own names when using their name card to find their seat at snack time. Children develop hand-control needed for later writing as they freely access a variety of mark-making materials, for example using the paint brushes and pencils. All children undertake messy play activities, such as painting and sticking, which stimulates their creative development. Numbers are used during songs and rhymes and routinely during the session to reinforce their understanding. Children's language skills are developing as staff engage in play with the children and take time to listen to them. Children develop knowledge and understanding of the world as they follow various themes throughout the year, for example, 'all about me', and celebrate festivals. Children are able to take part in cooking activities and have access to computers and electronic games, extending their understanding of technology. Children are able to use a range of equipment that encourages the development of physical skills as well as other areas of learning. Children enjoy taking part in a variety of role play, for example when playing with the toy kitchen and pretending to be fire men, using the pretend hoses outside and dressing-up clothes.

Effective hygiene procedures are followed by staff to ensure the good health of children. For example, children follow good hygiene routines washing their hands after using the toilet and before snack. The pre-school promotes healthy eating;

healthy snacks are provided and drinking water is freely available throughout the session. Satisfactory nappy changing routines are in place to help limit the risk of cross-contamination within the changing area. Children are developing their independence when taking care of their own needs, such as pouring their own drinks at snack time and putting on their coats before outdoor play. Children benefit from fresh air and exercise through energetic play outdoors using the climbing frames and a variety of sit-and-ride toys.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Records to be kept). (also applies to the voluntary part of the Childcare Register) 01/03/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Records to be kept). 01/03/2012