

Jack and Jill's Pre-School

Darwin Hall, Heathcot Place, Lichfield, Staffordshire, WS13 6RQ



Inspection date	10 February 2016
Previous inspection date	26 January 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The leadership and management team is committed and ambitious. Continuous improvements are well targeted and effectively improve outcomes for children.
- Parents are supported to make significant and valuable contributions to their children's learning. Parents form the committee that is responsible for the management of the pre-school. Staff work in partnership with parents to assess and meet their children's needs. Parents also spend time in the setting, helping to enhance children's experiences.
- The quality of teaching is strong and children make good progress. Children are consistently encouraged to explore and experiment using all of their senses. They become very confident in expressing themselves.
- Children's well-being is effectively promoted. Children benefit from kind, caring and sensitive interactions with all staff. Children are happy and thriving and are eager to attend.
- Staff are well qualified and experienced. They are highly motivated and skilled in providing good quality care and learning experiences for children.

It is not yet outstanding because:

- Staff are not always sharply focused on promoting children's individual next steps in learning. This means children are not consistently supported to always make the best possible progress.
- Staff have not thought clearly enough about how they organise space so that children have the opportunity to achieve at the highest levels.

What the setting needs to do to improve further

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

- enhance the support children receive to achieve their next steps in learning and further improve outcomes for them
- improve the organisation of space to give children the opportunity to make more rapid progress in developing their larger physical skills and their listening and concentration skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector interacted with and spoke to children. She spoke to a small selection of parents during the inspection and took account of their views.
- The inspector held meetings with the manager and chairperson of the committee. She looked at relevant documentation, such as evidence of the suitability of staff.

Inspector

Christine Armstrong

Inspection findings

Effectiveness of the leadership and management is good

The committee and management team provides good quality leadership. They are ambitious and have high expectations of staff and children's achievements. The effective programme of support, coaching and training helps staff to continually develop their knowledge and skills. Self-evaluation is focused on children's experiences and outcomes and includes the views of children and parents. The strong emphasis given to working effectively with parents and other professionals helps to improve outcomes for children. Parents comment that they feel very included in their children's learning. They feel their children love attending and they can see that they make good progress, particularly in developing their confidence and talking skills. Safeguarding is effective. Safe recruitment and ongoing checks help to make sure all adults are suitable to work with children. Staff have an in-depth knowledge of child protection issues and procedures. Staff identify and minimise all hazards. Children are safe as they play.

Quality of teaching, learning and assessment is good

Children's progress is regularly and accurately assessed. The progress of different groups of children is monitored and any gaps in their learning are identified and addressed effectively. Staff use all activities to stimulate children's communication skills. Children are encouraged to listen and to talk to adults and other children. They learn to follow and give instructions. They answer questions and share their news and experiences in small and large groups. Children are eager to express their thoughts and feelings. Staff encourage children to be curious and to find out about the things that interest them. Children develop their understanding of aspects of the natural world. They know about stars and outer space and they know what flowers need in order to grow. Children play imaginatively and create structures and draw pictures of their own design and purpose. Children take part in a wide range of activities that helps them to use and build upon their knowledge of number, shape, measurement and the sounds of the alphabet.

Personal development, behaviour and welfare are good

Children develop their understanding of communities beyond their immediate experience. Older children know people can speak different languages. They follow simple instructions, understand and speak simple phrases in French. In some instances, older children show very high levels of concentration. Children know it is good to share and help. They demonstrate this type of positive behaviour as they play together and take part in activities. Children are learning to regulate their behaviour to stay safe, for example, they walk and do not run indoors. Children show good levels of independence as they help themselves to food and drink.

Outcomes for children are good

Children are well prepared for their next steps in learning and for school, when the time comes. They are willing to take part in all activities and to try new experiences. They show a can-do attitude and they are eager to learn by trial and error.

Setting details

Unique reference number	EY411974
Local authority	Staffordshire
Inspection number	851239
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	50
Number of children on roll	65
Name of provider	Jack and Jill's Pre-School (Lichfield)
Date of previous inspection	26 January 2011
Telephone number	07751 271970

Jack and Jill's Pre-School registered in 2010. The pre-school employs 11 members of childcare staff. All staff hold early years qualifications at level 3. The pre-school opens from 9.10am until 2.30pm, Monday to Friday, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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