

# Jack & Jill's Childcare Trevorder

Trevorder Close, Torpoint, Cornwall, PL11 2NS

<b>Inspection date</b>	12/03/2014
Previous inspection date	11/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children have fun at the group and play well together, they enjoy their learning as staff prepare them for school.
- Staff plan a wide range of activities to help children make progress in their development.
- Staff provide good support to children in their play activities and are attentive to individual care needs.
- Staff reflect on their practice and continuously develop and improve their provision.

### It is not yet outstanding because

- Staff promote children's communication and language development well, although they do not plan specific activities to help children link letters to sounds.
- Staff provide a good variety of outdoor resources to cover each area of learning, although there is less provision to support children's reading skills.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children in their indoor and outside play activities.
- The inspector read a sample of children's development records.
- The inspector had discussions with staff, parents and managers.
- The inspector discussed a joint observation with managers.
- The inspector scrutinised safeguarding policies, practice and procedures.

**Inspector**  
Julie Wright

## Full report

### Information about the setting

Jack & Jill's Childcare Trevorder registered in 1991. It operates from premises on the Royal Naval housing estate in Torpoint, Cornwall. The premises are owned by the Ministry of Defence. The pre-school is managed by a committee of trustees. Children have use of two playrooms, toilets, a kitchen and store room. There is an enclosed outdoor play area for children. There are currently 31 children on roll in the early years age range. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. The pre-school is open from 9.15am to 12.15pm each morning and 12.30pm to 2.30pm on Tuesday, Wednesday and Thursday during term times. A lunch club is also available to children between 12.15pm and 1.15pm. There are five members of staff who work with the children, all of whom hold appropriate childcare qualifications.

### What the setting needs to do to improve further

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

- provide a wider range of activities to further develop children's language skills and phonic knowledge
  
- strengthen the outdoor learning to extend the literacy programme in reading.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children arrive happily and are keen to play in the lively pre-school group. They select their names to self-register and choose what they want to do. Staff provide a good variety of activities to interest and occupy children. They interact with children in play to provide age-appropriate challenges to help children make good progress. For example, they encourage older children to add numbers together in a target game. Younger children repeat the words and join in a spontaneous song, which helps their language development. Children investigate with enthusiasm and confidently talk about what they have found. For instance, in the sand tray children discover pieces of silver foil and declare that it is 'treasure'. Children readily join staff for an activity to make bird feeders. They make breadcrumbs and mix them with seeds, then later carefully fill small pots. Staff talk with children throughout activities and there is a friendly atmosphere. Children are keen to learn and enjoy the group activities, which prepares them well for school. As an example, they take turns at 'Show and tell' time to talk with pride about what they have brought from home. This activity helps children to develop confidence and to listen to others.

Children borrow books from the pre-school to share with their families, which involves parents in their children's learning. Staff provide dual language books to reflect children's differing backgrounds and to promote inclusion.

Staff provide a good range of activities to promote all areas of learning and development. They use pictures and labels to help children learn that print has meaning to develop their early reading skills, although more indoors than in the outside learning environment. Children have plenty of opportunities for mark making and writing, which promotes creativity and literacy development. However, staff do not always clearly plan phonic activities to extend children's learning.

Staff observe, assess and plan for children's individual progress effectively. Parents see the records of development on a regular basis and contribute to them. Assessment information includes summary reports for all children and the progress check for children at the age of two years. Staff attend relevant training to maintain a secure knowledge of children's development. They put their learning into practice to benefit children's activities. For example, following a course on outdoor play, staff introduced weaving and a wider use of natural materials. Staff take impromptu opportunities to enable children to learn from situations. For instance, staff show them the fallen tree next to the pre-school. This fascinates children who in turn are keen to tell their parents about it. Therefore, staff demonstrate effective teaching and learning skills in their practice.

### **The contribution of the early years provision to the well-being of children**

Children play well together and form friendships. They have warm relationships with staff and feel secure because they develop attachments. Families know who their key person is and this helps to promote continuity of care. Parents and staff have frequent discussions about children's needs and work well together to meet these. For example, staff support children through toilet training. They demonstrate suitable nappy changing practices and encourage older children to develop self-care skills, in preparation for school. Children show a good understanding of the routines that help to protect health. Staff have a very good awareness of children's individual requirements, such as dietary and health. They are attentive to children's needs, so children are comfortable and happy. Children enjoy a caf style snack time, which means that they decide when they want to eat. Staff demonstrate good practice in food safety and provide healthy options. They enable children to spread butter, pour drinks and to help clear up, so children develop independence. Staff continue to teach children during snack time, for example, they talk about triangle and rectangle shapes as they cut pieces of toast. Other activities help children learn about how things grow, such as when they plant cress, flowers and potatoes.

Children have plenty of outdoor play times, with access to the garden during most of the session. This means that children benefit from fresh air and exercise at each session. During extreme weather staff provide physical play activities indoors. For example, children sing, dance and play games. They enjoy action rhymes and sing 'dingle dangle scarecrow' with great enthusiasm. Staff gently remind children to 'watch their feet' when they jump up, so children do not hurt anyone. Children understand instructions and

respond well to staff. Consequently, they behave safely and cooperate well in group situations. Children know that the timer indicates that it is 'someone else's turn' at popular activities. Prior to outdoor play children gather their coats, boots and waterproofs if needed. They learn about appropriate clothing for different types of weather. Favoured activities include digging in the compost box and playing with water. Children love to brush water on the wall and floor and then watch with interest as it fades in the sun. Staff ask children questions to help children think about things and to learn from experiences. In the water tray younger children have fun as they cover the toy ducks and boats with soapy bubbles.

### **The effectiveness of the leadership and management of the early years provision**

This inspection took place following concerns raised to Ofsted in respect of safeguarding issues. The provider notified Ofsted in accordance with the safeguarding and welfare requirements and conducted a full review of policies and procedures. Robust procedures are in place to protect children from harm and staff demonstrate safe working practices. Staff attend relevant child protection training and have a good understanding of the procedures to follow to safeguard children's welfare. Inspection evidence shows that the provider and staff comply with all requirements, outlined in the Statutory Framework for the Early Years Foundation Stage. Rigorous vetting and recruitment procedures are in place, so that the provider employs suitable persons to care for children. Staff work well together to provide close support and supervision to children, to keep them safe. For example, staff make sure that each area is monitored to consistently maintain ratios. Staff keep clear records in respect of children's health and care needs, which are countersigned to ensure safety. For instance, a second member of staff witnesses the correct administration of medication. Staff also record details of assistance with children's personal care and any first aid given.

The premises are safe, secure and suitable for children. Staff conduct routine checks and take prompt action to maintain safety. For example, following recent storm damage they have made part of the outdoor area inaccessible to children. Since the last inspection there has been a refurbishment, which has made the play areas more attractive and comfortable for children. Staff have fully addressed previous inspection recommendations in the development of their assessment procedures. There is a clear self-evaluation procedure, which complements the appraisal and supervision systems to identify further improvement in the quality of the provision for children. Staff development is good with ongoing training and support available to also support improvement in the provision.

Positive partnerships with parents and others involved with children contribute to staff effectively meeting individual needs. Staff work closely with families and have warm relationships with them. Parents provide positive feedback at inspection and speak well of the group. They say how much their children enjoy going and that they make good progress.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	102885
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	950577
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	31
<b>Name of provider</b>	The Royal Naval Pre School Learning Organisation Committee
<b>Date of previous inspection</b>	11/11/2009
<b>Telephone number</b>	01752 812970

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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