

Inspection of Jack and Jill's Pre-School

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

Inspection date: 2 October 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are greeted on arrival by friendly staff at this pre-school. They show enthusiasm as they enter the main playroom with their belongings. Staff recognise when children become upset and take time to sit close to them and help them to feel reassured.

Staff inspire children to read books. They sit with children and read familiar stories to them. They describe characters in stories and ask children questions about them. For example, staff ask children how the characters are feeling. Children respond and name feelings, such as 'sad' and 'scared'. Staff have created a designated space in the pre-school where children can go to talk about how they feel. They sit with children and talk to them about what emotions they are experiencing. Staff use 'colour monsters' to help children understand emotions. Children, therefore, learn to self-regulate and understand the feelings of others.

Staff support children to take turns and share resources. They plan activities which encourage children to play cooperatively. For example, outdoors, children help each other to fill containers with water and take turns to empty them into different-sized tubing.

What does the early years setting do well and what does it need to do better?

- Leaders and staff implement a curriculum based on children's interests and the skills they need to learn. Children enjoy dressing up and engaging in role play. The activities on offer cover all areas of learning, however, they do not always motivate children or fully capture their interest. This means children do not always build on their existing skills and knowledge as intended.
- Children learn about the world around them. Staff teach children about changing seasons and what clothes are suitable to wear as the weather becomes colder. However, staff do not always differentiate their teaching for children of different ages and capabilities. As a result, younger children lose interest, and older children are not sufficiently challenged.
- Children learn how to keep themselves healthy. Staff provide fruit at snack time and talk to them about different foods during their play. Children have plenty of opportunities to spend time outdoors, which keeps their bodies healthy.
- Children generally behave well. They are reminded of the rules they should follow and learn to be respectful of each other and adults. There are times, however, when some staff do not implement behaviour strategies consistently across the pre-school. Consequently, children do not always understand what is expected of them.
- Children are confident and independent. They explore the environment with enthusiasm and learn to take care of their own needs. For example, they hang

their belongings up on arrival, learn to serve themselves at snack time and practise taking their own shoes on and off. This helps to prepare children for their move to school.

- Staff place a focus on supporting children's communication development. They interact with children during their play and ask them questions, which supports the development of critical thinking skills. Children learn new language, such as rhythm and amplify. They then use this new vocabulary as they continue playing.
- Leaders and staff understand how to support children with special educational needs and/or disabilities. They review children's development soon after they start at the pre-school and identify any delays early on. They liaise with other professionals and parents to create suitable targets for children. This helps all children to make good progress.
- Leaders are passionate about providing care and learning opportunities that make a difference to children's lives. They evaluate practice, and work with local authority advisers to review the learning environment. Staff complete training which improves their own knowledge and skills, which, in turn, improves experiences for children.
- Parents comment positively about the care children receive. They say children are happy to attend, and they receive regular updates about their children's day. Parents say they appreciate the support they receive as a family and comment that their children make progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review planning, so that activities fully capture children's interest and motivate them to learn
- support staff to differentiate their teaching with children of varied ages and capabilities
- embed behaviour strategies so that these are applied consistently across the staff team.

Setting details

Unique reference number	EY411974
Local authority	Staffordshire
Inspection number	10361907
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	21
Number of children on roll	11
Name of registered person	Jack and Jill's Pre-School (Lichfield)
Registered person unique reference number	RP902899
Telephone number	07751 271970
Date of previous inspection	9 May 2024

Information about this early years setting

Jack and Jill's Pre-School registered in 2010 and is located in Lichfield. The pre-school employs three members of childcare staff. All staff hold relevant qualifications at level 3. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.30am until 2.30pm. The pre-school provides funded early education.

Information about this inspection

Inspector

Christine Ward

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out joint observations of group activities.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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