

# Jiminy Cricket's Preschool

Inspection report for early years provision

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<b>Unique reference number</b>	EY409541
<b>Inspection date</b>	19/10/2010
<b>Inspector</b>	Ann Austen

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<b>Type of setting</b>	Childcare on non-domestic premises

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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*.

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## **Description of the setting**

Jiminy Cricket's Preschool re registered in 2010 and is privately owned. The pre-school is located in the town of Kettering, Northamptonshire and operates from Kettering Cricket Pavilion. All children share access to a secure, enclosed outdoor play area. The pre-school is open each weekday from 9am to 12pm and from 12:30pm to 3:30pm during term time only.

The pre-school is registered to care for a maximum of 24 children from two to under 5 years on the Early Years Register. There are currently 50 children on roll. The pre-school is in receipt of nursery education funding and is able to support children with special educational needs and/or disabilities and those for whom English is an additional language.

The pre-school employs six members of staff. All members of staff, including the manager hold appropriate early years qualifications. The nursery receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The pre-school provides an excellent environment which is welcoming, nurturing and inclusive to all. Children are safe and secure and enjoy a varied and imaginative programme which promotes all aspects of their learning and development with success. Policies and procedures are very effective and inclusive for those children who attend. Safeguarding children is given the highest priority. Partnerships with parents are highly positive and staff understand the importance of developing relationships with other providers and services to promote the integration of care, education and any extended service. Staff are professional and motivated. Regular self-evaluation ensures that any priorities for future development are promptly identified. These are prioritised to drive forward improvements.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- develop further the systems to ensure that the targets set to achieve continual improvement are effectively implemented.

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

Safeguarding is given the highest priority. The owner, designated person and staff fully understand the importance of following the Local Safeguarding Children Board procedures in the event of child protection concerns. Comprehensive safeguarding policies and guidance procedures are in place, and vetting and induction procedures for all adults who work with the children or come into contact with the children are robust. This ensures that all staff are thoroughly checked before they have unsupervised access to children. Risks of accidental injury are minimised during indoor and outdoor activities because staff supervise the children very well and carry out thorough risk assessments of all aspects of the provision. These are completed annually and on a daily basis. Security within the pre-school is priority and there are very secure procedures practised in relation to the collection of children by appropriate adults and the monitoring of visitors. Staff have up-to-date first aid knowledge. Clear procedures are in place to record and monitor any accidents and for the safe administration of medicines. As a consequence children's health and well-being is well promoted.

Well-written policies and procedures are in place, reviewed regularly and effectively reflect the ethos of the setting care. For example, a complaints procedure and a behaviour management policy. Management is committed to staff training and development. All staff have appropriate qualifications, participate in appraisals and are committed to developing their performance and professional development. The effectiveness with which the pre-school promotes equality and diversity is very good. This is because staff cultivate an environment of equality and respect where children are treated as individuals, receive attentive care and engage in purposeful conversation. Staff deployment is highly effective. Resources are of high quality and suitable for the age of the children to support their learning and development. The provider is taking steps to ensure that the environment and resources are fully sustainable. The manager constantly strives to ensure that the pre-school is responsive to the needs of the children and families who attend. Management is forward thinking, motivated and confident about what the setting needs to do to improve further. Self-evaluation involves the staff, children and parents. For example, parent's views are sought through the use of questionnaires and children are asked about their preferences and dislikes. Clear targets have been set for future improvement however these are still being implemented.

The effectiveness of the pre-schools engagement with parents and carers is outstanding. Relationships are highly positive and make a strong contribution to children's well-being and progress. Parents are able to contribute what they know about their child when they first attend. For example, parents contribute information relating to their child's learning and development and extensive information is exchanged to ensure that specific dietary needs and preferences are catered for and any medical needs are known and accurately met. Staff support parents to spend time settling their child and provide individual reassurance to parents as required. Daily discussion, open evenings and social events enable staff to talk to parents and provides them with opportunities to discuss their child's achievements and well-being. Management and staff actively encourage parents to

become involved in their children's learning. They provide tailored guidance and information about the activities provided and parents are able to borrow books and story sacks to share with their child at home. Parents are highly involved in decision making on key matters affecting the setting. They speak very positively about the provision and the staff. Management and staff effectively liaise with other providers in the area who deliver the Early Years Foundation Stage and good relationships have been developed with health workers and the Area Special Needs Coordinator (SENCO). All work cohesively to ensure that each child's needs are met and that support is consistently provided.

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

Children are making significant progress in their learning as they progress towards the early learning goals. Their individual progress is consistently good and often excellent in relation to their capabilities and starting points in their learning. The learning environment is interesting and actively engages children in a wide range of varied and imaginative experiences that meet their needs very well. Children are active learners and confidently free flow between indoor and outdoor areas. They have opportunities to participate in child-initiated and adult-led play-based activities and the key person system ensures that one member of staff takes a special interest in the development, welfare and progress of the children. Staff observe the children as they play and make assessments of their learning and development using the Early Years Foundation Stage guidance document to plan children's next steps. Planned activities reflect the children's interests and learning needs.

Children learn and have fun with the company of their friends and adults at the pre-school. Relationships are very positive. The relaxed, friendly staff question children to extend their understanding and encourage them to think for themselves. Children are developing high levels of independence and are learning to take responsibility, for example, they dress for outdoor play and help to tidy away the resources. They concentrate and persevere at their chosen activity and are proud of their achievements. Children communicate with growing confidence as they describe their experiences or suggest their ideas. They look at books for enjoyment, use puppets to re-tell stories and enthusiastically sing songs such as 'Wind The Bobbin Up' and 'Incy Wincy Spider'. Children show an awareness of the listener and listen well. Staff encourage children to develop their understanding of phonics during activities such as the 'silly soup' game and through the regular use of name and word cards, children are beginning to recognise their own names, some letters and familiar words. Children make marks as they draw, paint and chalk and older children are developing their emergent writing skills. They are developing their mathematical ideas and concepts as they complete puzzles, play shape games and weigh and measure the ingredients as they bake chocolate muffins. Children sing number songs such as 'Five Currant Buns' to extend their awareness of subtraction and older children reliably count to 10, matching the appropriate number to the numeral.

Children access a vast array of stimulating resources to extend their imaginations and creativity. They investigate different textures as they create collage pictures and explore colour as they paint. Children immerse themselves in pretend play, for example, they gallop on the hobby horses, prepare a picnic, repair the cars and explore the witches cave and hibernation area. They move imaginatively through dance and enthusiastically play musical instruments such as the guitar and drum. Through a range of first-hand investigations, children's curiosity of the natural and made world is stimulated well. Children learn about life cycles, enjoy nature walks, plant bulbs to learn about growth, dig for carrots and potatoes in the soil tray, swirl ribbons in the air on a windy day and build snowmen in the snow. Good use is made of technology such as the computer to support children's learning and children thoroughly enjoy taking photographs and videos of themselves. Children learn about diversity and the wider world through a variety of resources, discussions and celebrations that take place. For example, children enjoy visits from the fire service, dance with the Chinese dragon and make divas and create chalk rangoli patterns to celebrate Diwali.

Consistent routines and good adult interactions help young children to feel safe and secure and develop a sense of security and confidence in the setting. They seek support, reassurance and comfort from the staff as they need it, readily separate from their parents and quickly settle to play. They take part in emergency evacuation drills, learn how to handle scissors safely and how to jump safely off the climbing frame. Children behave well and become aware of what is appropriate behaviour. They are polite and caring towards each other as they develop an understanding of the needs of others. Children learn to share and take turns and receive lots of support, praise and encouragement from staff which actively builds their confidence and self-esteem.

Children follow good health and hygiene routines, for example, children wash their hands after messy play and use soap to wash their hands after using the toilet. This minimizes the risk of cross infection. Children are developing an excellent awareness of healthy eating and make healthy choices at snack time. For example, children enjoy fresh fruit, raw vegetables, home made pizza and use chop sticks at the Chinese banquet. Children remain well hydrated and comfortable during the session because they are able to help themselves to water when they need a drink. They have regular access to the outdoors for fresh air and exercise. Children thoroughly enjoy being physically active and move spontaneously and with confidence in the available space. For example, children manoeuvre wheeled toys, throw balls into the basket ball net, climb on the climbing frame and balance on the wooden planks. This actively promotes children's coordination, control and fitness.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
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	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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