

Jiminy Cricket's Preschool

Kettering Cricket Club, Northampton Road, KETTERING, Northamptonshire, NN15 7JT

Inspection date	10/03/2014
Previous inspection date	19/10/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 make good progress towards the early learning goals because the educational programmes offer a broad range of experiences and there is a good understanding of how children learn.
- Relationships between all adults and adults and children are positive, open and relaxed. Children are well supported and listened to. As a result, they are keen to learn and enjoy coming to pre-school.
- Children with individual needs are effectively taught and well supported so that they make good progress given their starting points.
- Parents are encouraged to contribute fully to their children's learning both at home in the setting because the key person and communication systems are effective. This results in children's needs being consistently met.

It is not yet outstanding because

- Induction and support for newly appointed staff is yet to be more carefully thought through so that they are able extend their already good skills and understanding and contribute to plans for further improvement.
- Assessment of the more able children is not sufficiently precise to ensure that there is an appropriate level of challenge when planning for their learning needs.

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.

Inspection activities

- The inspector carried out a tour of the pre-school.
- The inspector conducted a joint observation with the manager/provider.
- The inspector observed teaching and learning activities in the pre-school indoor and outdoor environments.
- The inspector checked evidence of suitability and qualifications of staff working with children and the manager's self-evaluation form.
- The inspector held a meeting with the manager/provider and looked at and discussed sample policies and procedures.

Inspector

Claire Bell

Full report

Information about the setting

Jiminy Cricket's Preschool re registered in 2010 and is privately owned. It operates from Kettering Cricket Pavilion in Kettering. The pre-school serves the immediate locality and also the surrounding areas. The pre-school opens five days a week from 9am until 12 noon and 12.30pm to 3.30pm term time only. Children attend for a variety of sessions. The pre-school is on the Early Years Register. Children share access to a secure, enclosed outdoor play area. There are currently 47 children on roll in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and children for whom English is an additional language. There are currently eight members of staff working directly with the children, all of whom hold an appropriate early years qualification. The manager is qualified as an Early Years Professional. Five of the staff have qualifications at level 3, two of the staff are qualified at level 2. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- extend the knowledge and understanding of newly appointed staff by implementing an astute and targeted programme of professional development based on sharply focused evaluation of staff practice
- raise the quality of teaching further by ensuring that assessment is always precise and leads to even more rich, varied and imaginative experiences for the more able children.

Inspection judgements

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

Teaching is good overall. Children make good progress in their learning. There is a strong emphasis on ensuring that children are ready for school by the time they leave the pre-school. Many activities designed for the older children in particular are designed to develop early writing and reading skills. A particular parent sharing session specifically focuses on how best to build on the child's interest in early reading and what kind of books would interest the child. A good plan for the child's next steps in learning is agreed. The pre-school were previously involved in the Government's 'Every Child a Talker' programme and the pre-school website gives parents access to information about child language development. Children are skilfully supported particularly well in the acquisition of communication and language skills as well as in their personal, emotional and social

development. Practitioners are skilled in following children's own interests. Practitioners understand how to develop children's vocabulary and spoken language. They understand how to talk with children and engage them in meaningful conversation. This results in children being confident to talk about their ideas, knowledge and understanding. For example, a child sitting on the floor looking at a book is joined by the practitioner who quietly sits alongside her and develops a lengthy conversation about the pictures in the book following the child's own interest.

Children are encouraged to gain new skills and are motivated to learn. They are given time and space to try difficult tasks for themselves. When children succeed they are encouraged because practitioners give enthusiastic, positive praise. For example, a child who is putting on his coat is effectively supported in doing up the zip through verbal instruction and encouragement. Practitioners understand how and when to intervene to maximise learning potential. This means that children's learning is not inhibited. For example, a practitioner intervenes sensitively to help two children to resolve a conflict. The children are encouraged to understand the feelings of others. The matter is resolved and they are able to return to their play. Children are usually encouraged to try to do things independently where it is appropriate for their age and stage of development. However, there are occasions when opportunities for children to try to undertake tasks independently are missed. For example, during snack time, food is prepared and given to children rather than allowing them to make their own selection or be involved in the preparation .

The daily routine for the pre-school flows efficiently with very few timetabled interruptions. This allows children time for sustained concentration. Staff demonstrate a good understanding of children's individual needs. Detailed analysis of observation of children's interests and habits has prompted the need for some individual children to be encouraged to move on to new tasks and try new things in order to build their confidence. This strategy is approached with sensitivity ensuring that children experience all areas of the curriculum. Children move freely and safely around the environment both indoors and outdoors. They can choose where they go and when they want go to different activities. As a result, children are encouraged to explore and develop curiosity and their learning is not interrupted. There is a good balance between adult-led and child-initiated activities. Many activities are based on children's own first hand experiences. For example, the role-play area is set up as a medical area following the visit of a nurse. The experiences of children are also enriched by exploring the local area around the pre-school. The children recently went on the 'Long Walk' which took them around the local estate and included a small wooded area. This was linked to learning in the pre-school based around the theme of owls.

Children with special educational needs and/or disabilities are particularly well supported and develop trusting relationships with their key person. Staff consistently implement effective strategies to manage children's behaviour difficulties. Learning targets are set and regularly reviewed with the involvement of parents and representatives from outside agencies. Targets are then revised to ensure that small steps of progress continue to be made. Parents are supported to find out how best to encourage their child's ongoing learning at home. For example, using the same strategy to help a child to follow instructions. This ensures a consistent approach and enables children to improve attention

skills. Parents are encouraged to share with the pre-school any information they have about their child's needs or successes. Children make very good progress from their starting points.

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

Resources are well organised and easily accessible to children. Children understand how to use them safely. For example, children freely choose from a variety of junk material in the craft area. They understand the routines and expectations and do not need to be prompted to put on aprons or reminded how to use tools, such as glue sticks, sensibly. Children cooperate well together and enjoy playing with each other as well as on their own. Children play with open-ended tasks like play dough with enjoyment and purpose. They are confident in sharing their ideas with each other. For example, a group of three children were observed making cakes from dough for a pretend birthday party. They were deciding together what cakes were needed and how many candles should be on the birthday cake. Children know about healthy lifestyles by washing their hands.

Parents know who the key person is that is allocated to their child. Relationships between all adults and, adults and children are relaxed and open. Each key person has a good level of awareness and detailed knowledge of the needs of the children they are responsible for. Staff are always available to the children. There is a strong emphasis on developing strong emotional attachments. Parents report that children settle well into the pre-school when they first start. This enables children to grow in confidence and self-esteem. There is a good understanding of how to keep children safe. Risk assessments are undertaken appropriately and are sometimes recorded in detail when it is felt necessary. Any minor accidents are recorded accurately and in a timely fashion.

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

Following a number of staff changes, recruitment processes have been effective and have resulted in experienced staff being appointed to the pre-school. Good progress is being made in establishing this re-formed staff team. New staff have been inducted in safeguarding procedures and know how to report any concerns. However, on the day of inspection staff did not act when a parent was using a mobile phone in the setting. This was immediately rectified by the manager.

The leadership of the pre-school is fully committed to establishing the highest quality provision which delivers the best possible outcomes for children. The manager fully understands her responsibilities with regard to the learning and development requirements. The manager has a clear and accurate view of the strengths and weaknesses in the quality of teaching. A fresh approach to staff development has been implemented which has led to staff's improved understanding of how to deliver good

quality teaching. There is yet to be more in depth monitoring of specific aspects of everyday practice to ensure that standards are consistently of the highest level. The introduction of a system to support data analysis has helped to improve the identification of learning priorities across a cohort of children. Although some priorities are now clearer the setting is yet to define specific and challenging targets for improvement. The ongoing monitoring of children's progress is improving. There is evidence that children are making good progress towards the early learning goals. However, the recorded data for some more able children does not always precisely reflect their higher achievements.

Partnership working with outside agencies and other providers is well established. Parent partnerships are a strong feature of the pre-school and make a strong contribution to the effectiveness of provision. Communication with parents is effective and includes both formal and informal contacts. Parents are regularly offered dedicated time to discuss their child's achievements and the priorities for their future learning through 'Parent Sharing' sessions. These are led by the key person and include an opportunity to review together the child's learning journal. Parents' views and contributions are respected and highly valued.

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

Unique reference number	EY409541
Local authority	Northamptonshire
Inspection number	849975
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	47
Name of provider	Lindsay Kay Llewellyn
Date of previous inspection	19/10/2010
Telephone number	07745 855 691

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

