

Inspection of Jack & Jill Pre-School (Stannington)

Church Hall, School Lane, Stannington, Sheffield, South Yorkshire S6 6DD

Inspection date:

3 October 2024

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Leaders have not met the actions raised at the last inspection. They have not provided Ofsted with the information required to check committee members' suitability. Staff training, support and supervision arrangements do not raise the quality of care and education provided. Leaders and staff have a poor understanding of possible signs that a child is at risk of harm. They do not know the correct procedures to follow if they have concerns about a child's welfare. Leaders do not keep records, or share information with other professionals, to help keep children safe.

Despite these weaknesses, children arrive happily at the setting. Relationships between staff, children and their families are warm and respectful. Children are mostly engaged in activities they choose for themselves. They enjoy using crayons to make marks and exclaim, 'It's mummy!' However, activities are not carefully planned to build on what children already know and can do. Additional funding is not used well enough to tailor high-quality learning experiences for children who need it. As a result, children do not make the best possible progress of which they are capable.

Staff introduce new words as children play, for example 'herbivore' and 'carnivore'. However, staff sometimes ask questions that require a limited answer. This means that the support for children's communication, language and thinking skills is inconsistent.

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

- Those with oversight have not provided Ofsted with the information required to check the suitability of new committee members. Leaders do not maintain records relating to concerns about children or share information with statutory children's services where appropriate. Leaders and staff have a poor knowledge and understanding of safeguarding issues. They do not recognise possible signs that a child may be at risk of harm. This does not help to keep children safe.
- Staff do not understand what they should do, in line with local safeguarding partnership procedures, if they have concerns about a child's welfare. They do not know the correct procedures to be followed in the event of an allegation being made. This means they would not take the right action to help keep children safe.
- There is a variation in the quality of interactions between staff and children. Although leaders have some ambitions for what they want children to learn and be able to do, they do not ensure that this is implemented consistently through the staff team. Staff observe children to find out what they already know and can do. However, they do not use this information to plan the activities provided.

For example, the obstacle course set out to support children's large-muscle skills is too easy. Consequently, children's skills are not developed further.

- Staff have high expectations for children's behaviour. At the start of story time, they remind children of the rules, such as facing the front, listening and only one person speaking at a time. They explain why this is important. When children experience conflict with their friends, staff sensitively support them. They help children to think about how their actions impact others. As a result, children learn to manage their emotions and are ready to learn.
- Staff read to children in a way that excites and engages them. Staff pause, allowing children to complete the repeated phrases from the story 'The Gingerbread Man'. This helps children to learn new words and develop a love of reading.
- Sometimes, staff ask questions that require a limited answer or are too difficult. For example, they ask, 'What does the fireman do? What's his job?' This does not support children to express their own ideas. Staff have a varied understanding of how to support children with delayed communication and language skills. For example, they say they will 'just talk to them'. Consequently, children who need additional support do not receive swift and effective intervention to help them to prepare well for the next stage in learning.
- Leaders do not monitor staff practice or provide feedback on how this can be developed. Training and support are not tailored so that they improve the quality of care and education provided.
- The setting receives additional funding, such as early years pupil premium funding for some individual children. However, the provider does not ensure that this is used effectively and that all aspects of support for children's learning and development are covered. This means that not all children make the best possible progress.
- Children enjoy outdoor play that helps to develop their physical skills. For example, they throw and catch a ball with staff. They push themselves along on wheeled toys and learn to develop their coordination and strength. However, staff do not provide outdoor activities every day. In addition, the snacks provided are not always balanced and nutritious. For example, during some sessions, no fruits or vegetables are offered. This does not help children to make healthy choices around food or benefit from daily outdoor experiences.
- Parents know who their child's key person is. They value the information staff share with them, via the software app and when they drop off and collect their child. Staff share regular updates on their child's development and activities they have enjoyed.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
provide Ofsted with details of the individuals associated with the organisation so that suitability checks can be completed on all committee members	24/10/2024
keep records, particularly in relation to any safeguarding concerns, and share information with other professionals to ensure children's needs are met	24/10/2024
ensure leaders and staff have a good understanding of safeguarding issues and of local reporting procedures in the event of concerns for a child's welfare or an allegation being made	24/10/2024
provide training, supervision and support that raises the quality of care and education provided by staff	24/10/2024
promote children's good health, including by providing daily outdoor activities and ensuring snacks are healthy, balanced and nutritious.	24/10/2024

To meet the requirements of the early years foundation stage, the provider must:

	Due date
plan and deliver educational programmes that support all children to make good progress, including learning opportunities that build on what children already know and can do	03/01/2025

ensure staff support children's communication and language skills, including through high-quality interactions and the sensitive use of questioning.	03/01/2025
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To further improve the quality of the early years provision, the provider should:

- develop the use of additional funding, such as pupil premium funding, so that it supports the individual needs of vulnerable children.

Setting details

Unique reference number	300849
Local authority	Sheffield
Inspection number	10317496
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	23
Number of children on roll	25
Name of registered person	Jack and Jill Pre-School (Stannington) Committee
Registered person unique reference number	RP903953
Telephone number	0114 2855954
Date of previous inspection	6 October 2023

Information about this early years setting

Jack and Jill Pre-School (Stannington) formed in 1973 and is located in Stannington, Sheffield. The pre-school is open Monday to Friday, from 8am to 3.15pm, during term time only. The pre-school employs six staff members. Of these, five hold an appropriate early years qualification at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Miall

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- 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 spoke with the nominated individual about the leadership and management of the setting.
- 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 inspector and the manager carried out a joint observation of an activity.
- Parents shared their views of the setting with the inspector.

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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