

Inspection of Little Jax PreSchool

Headley Drive, Epsom, Surrey KT18 5RP

Inspection date:

26 September 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children are warmly welcomed into the setting. They are greeted by friendly and caring staff. Children who need more reassurance receive cuddles and support until they are fully settled to start their day. This helps to build their self-esteem and confidence to join in with activities. Children enjoy choosing what they would like to play with. Staff introduce new words alongside actions to increase vocabulary, such as 'scoop' and 'dig' when children explore sand. Children enjoy looking at books with staff. They show excitement when they notice bugs that they discovered during an activity. Staff encourage children to talk about their experiences by asking relevant questions. This supports language and literacy development.

There have been some improvements made to the quality of the provision since the last inspection. Children benefit from a much-improved outdoor learning environment. Children run freely and ride on trikes as they learn to negotiate space safely. They balance and move across wooden logs, smiling and demonstrating pride in their achievements. Staff encourage children to take risks as they jump across to the next log. They are praised for their achievements, and this helps to develop children's self-esteem. Children are kind and caring towards each other. However, some staff do not consistently teach children how to behave effectively. They do not help children to manage their own feelings and to understand the impact that their behaviour has on others.

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

- The manager has some understanding of what she wants children to learn over time. She has designed a curriculum with a particular focus on children's personal, social and emotional development. Staff know the children well and what they are working towards. However, some activities lack challenge, and some children are not provided with consistently high-quality teaching or learning opportunities.
- Generally, children behave well. Children play together in the sandpit and scoop the sand into teacups. Older children show kindness to young children and make space for them to play in the sand. They have clear friendships and talk eagerly about what they are making. There are times, however, when some children struggle with their behaviour, and staff do not always address this slightly disruptive behaviour. This means that there is not a consistent approach to supporting all children so that they know the expectations for their behaviour.
- Staff provide some opportunities for children to gain independence skills. Children wash their hands and pour their own drinks at snack time. However, not all staff encourage children to extend these independence skills further. For example, they do not encourage children to follow the routines of the nursery in

tidying away toys. This means that children do not have consistent opportunities to build independence.

- The manager is passionate about supporting all families within the setting. Staff know the local area and children well. They provide an inclusive setting, where all children and families are welcome. The manager uses early years pupil premium funding (EYPP) to support children's learning and development. For example, she provides additional staff to support more vulnerable children and families with one-to-one care.
- Staff encourage children's curiosity. During a bug hunt activity, staff introduce identification cards to help children identify the different bugs that they collect. Children explore where bugs live and discuss why they like it there. This supports children's language development and their knowledge and understanding of the world.
- Children with special educational needs and/or disabilities (SEND) have effective support to make progress. Staff use assessments to identify gaps in children's learning and use this to plan targeted support. The special educational needs coordinator (SENCo) works closely with parents and other professionals to ensure they have support in place with their learning and development. They have swift plans in place to support children with SEND. This ensures they are continually making progress.
- Partnership with parents is strong. Parents speak highly of the nursery and comment that staff have a personal touch and create a feeling of family in the nursery. Good communication ensures parents know what their children can do and what they will be learning next.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good knowledge of signs and symptoms that could indicate that a child is at risk of harm. They know how to make a referral if they have concerns about the welfare of a child. Staff are clear about the procedure they will follow if they have concerns about the conduct of a colleague. The manager ensures that all staff attend regular safeguarding training to ensure their knowledge is current. All staff have the contact details of the local safeguarding partnership.

What does the setting need to do to improve?

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

- develop a more consistent approach to behaviour management to better support children's understanding of expectations for behaviour
- improve the implementation of the curriculum to ensure all children receive experiences that support and extend their learning

- make the most of opportunities during routines and activities to enable children to develop their independence skills further.

Setting details

Unique reference number	EY445850
Local authority	Surrey
Inspection number	10213157
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	19
Name of registered person	Jackson, Jacqueline Constance
Registered person unique reference number	RP511362
Telephone number	07788 805766
Date of previous inspection	12 October 2021

Information about this early years setting

Little Jax PreSchool registered in 2012. It is located in Epsom Downs, Surrey. The pre-school operates Monday to Thursday, from 9.15am to 12.30pm, with a lunch club to 2.15pm. There are 9 staff members, including the manager. The manager holds early years professional status, one member of staff is qualified to level 7, another member of staff is qualified to level 4, five members of staff are qualified to level 3 and there is one member of staff currently on a level 2 apprenticeship course. The setting is in receipt of funding for two-, three- and four-year-old children, 30 hours funding and EYPP funding.

Information about this inspection

Inspector
Kelli Wiseman

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- Staff spoke to the inspector during the inspection.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022