



Jack & Jill Pre-School

Inspection report for early years provision

Unique Reference Number	122747
Inspection date	06 December 2006
Inspector	Sandra Patricia Jeffrey
Setting Address	150 High Street, Banstead, Surrey, SM7 2NZ
Telephone number	01737 361313 or 07732 901546
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Registered person	Jack & Jill Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Jack and Jill Pre-School is a Christian group that opened in 1972. It operates from a church hall in Banstead and has access to a kitchen, toilets and outdoor play facilities. Children attending are mainly from the local area, and the group has strong links with the Baptist Church. The group say Grace before eating, take part in weekly children's worship services, listen to Bible stories and pray daily.

The group is registered to provide sessional care for 26 children aged from two to under five years, and accepts children from two years nine months. There are currently 23 children on roll which includes 17 three year olds who are in receipt of nursery education funding. The setting supports children with learning difficulties and/or disabilities and for whom English is an additional language.

Opening hours are 09:30 to 12:15 Monday to Friday during term time only.

Five members of staff have recognised early years qualifications and there are also two helpers and four volunteers who work in the pre-school on various days during the week. Ongoing training is accessed through the Early Years Childcare Service (EYCS). The setting receives support from the Early Education Advisor (EEA), the Early Learning Assistant (ELA) and the Special Educational Needs Advisor (SENA).

Jack and Jill Pre-school are also part of the Surrey Quality Assurance pilot scheme and are working towards an accreditation with the support of mentors and assessors from Surrey Early Years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Throughout the setting staff take very positive steps to promote the health and wellbeing of the children. Children are cared for in a clean environment, where they are beginning to learn the importance of good hygiene and personal care, through daily routines and topic based activities such as caring for ourselves. They have a clear understanding that they must wash their hands after messy play, outdoor play and after using the toilet, to reduce the risk of cross-contamination. Children are further protected from the risk of cross-infection because staff ensure that they follow highly effective health and hygiene procedures before children eat through the use of an anti bacterial gel used to clean all hands, for example. This meticulous procedure ensures optimum levels of cleanliness and greatly reduces the risk of cross contamination or infection. A very

thorough procedure that ensures that children's health is very well protected.

Appropriate health records are kept and appropriate measures are taken by staff when children are ill. There are comprehensive policies on illness and procedures to be followed by staff to promote the good health of the children. Parents are given clear information about what they need to do when their child is unwell, to protect other children's health.

A first aid box is available, the contents of which are replaced as necessary, this ensures efficient first aid treatment. Children's health is protected further as three members of staff have had the required first aid training, should a child require first aid treatment. There is a rolling programme to maintain this which helps reduce the risk to children following an accident. Records of accidents are maintained .

Children are beginning to understand the benefits of a healthy diet. Topics and activities are very well and planned to teach the children about the importance of a healthy lifestyle and how their body works. The pre-school have incorporated visits from the dentist to talk about healthy teeth, a theatre group presentation about healthy food and stories such as Handas surprise, which all aid children's understanding about healthy eating in an exciting and imaginative way.

Children thrive from having regular healthy and nutritious food and drink which are more than adequate in quantities for their needs and which are enjoyed as part of a social grouping with staff sitting with the children. The children's independence is fostered well as the children help to serve the snacks, give out the cups for milk and water and all take part in clearing the table afterwards.

Relevant information regarding dietary, medical and religious requirements is gathered from the parents to ensure parents' wishes are met and menus of the snacks provided are on display for the parents. Snacks provided include a very innovative and imaginative range of foods from around the world, including noodles from Asia, Kiwi's from Australasia and bagels from the Americas. This rich diversity of foods fosters children's understanding of the wider world extremely well and leads to regular discussions about different people and different countries.

Children enjoy a well planned range of physical activities which are successful in developing their physical skills and contribute well to their health. There are planned activities, both indoors and out, to help them develop control of their bodies. For example, when using the wide range of wheeled toys outside or playing with the parachute in the garden. The children are becoming aware of how activity affects their bodies and know when they need a drink or a rest. Children demonstrate a good sense of space and move confidently around the whole setting and the outside play area.

Activities including cutting and sticking, fitting puzzle pieces and using rolling pins and cutters with the play dough, ensures children practice and develop their small physical skills. Specially adapted scissors are provided for children who are left handed, this ensures that they have equal opportunities to enjoy creative activities.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The premises are suitable for their purpose, secure and well maintained. Good systems are in place to ensure the safety of the children as they arrive and depart the setting. A one way system, coupled with good staff deployment on the doors, ensures that children do not leave with the wrong adult. There are also comprehensive policies in place for non collection of children and lost children.

Children have good space to play in the welcoming environment where they feel a sense of belonging and settle quickly on arrival. They have access to a range of good quality toys and resources which promote their development and are well maintained. Children are able to move around freely and independently in the well organised environment, which is bright and cheerful with displays depicting children's art work, which recognises their achievements.

Children are able to independently select activities from the wide range of resources and equipment in all areas of the setting. Staff monitor and supervise children's choice of equipment to make sure they are safe and appropriate for their age and stage of development. They are organised very well to create an accessible and stimulating environment.

Children benefit from the use of a secure outdoor play area which is incorporated successfully into the daily plans. Children's safety is extremely well promoted in the outdoor play area, because staff are vigilant about the safety of the children's activities and ensure they are very well supervised.

Children's welfare is paramount and staff protect them from possible abuse due to a clear understanding of their roles and responsibilities. This ensures staff quickly recognise when a child is at risk and can act in the child's best interests. Staff attend training to enhance their knowledge in this area and are clear on reporting procedures.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children's individual needs are always extremely well met. Children are very happy, confident and relaxed as they enter the pre-school and make themselves at home in the comfortable and calm surroundings. This reflects how well they are supported and nurtured in the pre-school. Children's independence is developing very well, as they choose between a variety of toys, books and activities, which appeal to all. Children feel very secure in their environment and they really enjoy their time at the provision. They benefit from the strong bonds with the consistent staff members who look after them, which fosters their emotional wellbeing and helps them to achieve to their full potential. Children understand the rules and are able to tell staff when they are upset or if they need help. Behaviour is of a high standard and children demonstrate a mature respect for others. They learn to co-operate and work together by playing games, taking turns and all helping to tidy up. The children know what is expected of them, through gentle staff reminders and consistent guidance. Staff get involved in play alongside the children and constantly support and talk kindly to them in a very caring manner, this helps children become confident communicators as they are engaged in purposeful conversations.

Children's independence is developing excellently, they are informed what activities are on offer each session by staff, before they choose what they want to play with, this enables them to make an informed decision in their choice of play. There is an exciting range of thoughtfully planned activities that are appropriate for their stage of development, such as making calendars for Christmas, free play in the role play area and daily opportunities to play on the computer. Staff successfully incorporate the Birth to Three Matters framework into their planning. This ensures children participate in stimulating activities which encourage them to develop at a level appropriate to their individual abilities. Staff make fully effective use of observations of children's development to plan for their individual needs and evaluate these activities effectively to ensure that future play opportunities are appropriate and take the children onto the next stage of learning.

Nursery Education

The quality of teaching and learning is Outstanding. Children flourish and make excellent progress towards the early learning goals with the consistent support of staff who have a solid understanding of the Foundation Stage and of how children develop and learn. They successfully plan a wide range of activities, based on real life situations, that help children progress in all areas of learning. They are good role models and demonstrate a positive attitude towards

learning, with an enthusiastic manner. The excellent organisation of the resources provides a free-flow play situation where children can be fully independent in their learning. Children's written assessments are up-to-date and clearly show the next steps of learning; therefore, written planning takes into account children's individual needs. Evaluations of focused activities demonstrates that teaching strategies have been successful, in meeting the learning aims or outcomes of activities.

The pre-school is a Christian group and whilst they do not actively celebrate other festivals, they do successfully teach the children about other peoples beliefs' and respect and acknowledge other celebrations. For example Jewish families attending the setting have been encouraged to share details of their faith with the setting, including a sharing a Jewish Honey cake with all the children. Music from around the world is often played during snack time and children have enjoyed sessions of dancing to Bollywood music. These positive experiences help foster children's understanding of diversity and the wider world. The staff are excellent role models and demonstrate a positive attitude towards learning, with an enthusiastic disposition.

Children's independence is developing well they choose activities independently and with confidence. Children attend to their personal needs competently such as washing their hands after messy activities and putting on their coats for outside play. Children are eager to learn and are very happy as they make the most of their time in the setting. Staff have excellent strategies in place to build on children's self-esteem through constant praise and encouragement and are positive about children's achievements and progress no matter how small.

Children approach the staff confidently and talk enthusiastically during activities about themselves, their families and things that are important to them. They communicate their ideas and experiences very clearly using good vocabulary and great expression. Staff show genuine interest in the children's conversations and ask purposeful questions to extend children's thinking and vocabulary. Regular and fruitful conversations take place and children are highly supported by the dedicated staffing team.

Children are also very keen to communicate with their peers. They chat confidently while they play, and initiate conversations with other children. They express their ideas and experiences well using good vocabulary, when playing in the sand and describing the shiny glitter for example. Excellent support is offered by the staff who take time to give children good explanations to questions so that children are always satisfied by their explanations and answers.

Children have access to a wide range of writing materials including the use of charts for mark marking in connecting to various topic work. They have lots of opportunities to recognise and to practise writing letters and simple words. Good systems are in place to encourage children's recognition of their names, such as finding their name cards when they arrive in the morning and during snack time for example.

Children enjoy books and handle them with great care and respect. They spend time reading and sharing books with friends and adults and they can re-tell well known stories by looking at the pictures. The environment is rich in text and visual clues and children make good progress in using phonic sounds to develop their early reading skills. The book area is a very welcoming, cosy area furnished with soft carpets, cushions, bean bags and blankets for children to wrap

up in or cuddle up to when enjoying their book, this is a very well thought out area and gives children optimum comfort at story time.

Children count confidently and recognise numbers that are important to them. They choose number activities during free play and enjoy number rhymes and songs. Children are beginning to understand the concept of simple addition and subtraction, they can say what is more or less and attempt to add groups of objects. Children's understanding of space, shape and measure is also developing well and they recognise the properties of simple shapes. Children learn how to use numbers in everyday situations and show that they understand size and shape through lots of practical activities such as when building with the Lego for example.

There are excellent opportunities for children to explore craft and messy activities through materials such as sand and water and play dough. A variety of cutting, sticking and printing activities are provided on a daily basis. Children use these creative materials enthusiastically and take home a good variety of art work. Staff are happy to foster children's freedom of choice and let children take the lead, such as when they decided they wanted to make crowns to wear in the role play area.

Children respond with great enthusiasm during daily outdoor play sessions as they dig for worms and hunt for slugs and snails in the garden. Excellent use is made of the outside play facilities where the children have ample opportunities to develop their physical skills. Enthusiastic use of the interactive parachute also develops children's all round skills as they talk about the different weights of the balls and balloons, using good descriptive words and counting as they try to keep the items on the parachute as it blows in the wind. A great fun session enjoyed by all.

Children have daily access to the computer and receive excellent guidance and support in the use of the computer. Regular assessments are carried out as children utilise this equipment to assess their number and letter recognition as well as their computer skills including use of the mouse. Children also have regular opportunities to use programmable toys and equipment to aid their learning and to question why and how things work.

Children's fine motor skills are developing well, they practise fine motor co-ordination using a wide range of tools and equipment. They are able to use scissors with precision and control and have ample opportunities to use a variety of equipment such as pens, pencils and paintbrushes. Staff reinforce using tools and equipment safely and children act responsibly when using them. Children know for example not to run when walking with scissors and know how to hold them safely.

Children use their senses to explore and describe experiences such as tasting and smelling food at snack time, listening to music, and feeling a range of textures, including manufactured and natural. They play musical instruments and experiment with sound. Children have excellent opportunities to develop their imagination in the role-play area which is changed to suit the topic that is being explored.

Helping children make a positive contribution

The provision is outstanding.

All children are welcomed and included in the setting because staff highly value and respect their individuality. Staff are very knowledgeable about all the children and clearly know who may need additional support. Children receive clear and positive messages about people's differences which enhances their understanding of the wider world and develops respect and sensitivity to others. Equality of opportunity and anti-discriminatory practice is actively promoted for all children.

Children have access to a good range of meaningful activities and resources that promote a positive view and awareness of diversity; including a good range of multicultural dressing up outfits, dolls, books and musical instruments. Children's understanding of others is fostered positively by talking about their lives and experiences and those of other people. For example children learn about different festivals throughout the year including Easter, some Jewish festivals and Christmas.

Children who have English as an additional language and who have learning difficulties and/or disabilities are welcome in the setting and given excellent support by the dedicated staff, who encourage all children to participate in the activities provided. This ensures children have equal opportunities to maximise their enjoyment as well as their full potential. Children are treated with the greatest of respect and staff value their individuality. The pre-school fosters children's spiritual, moral, social and cultural development.

Children are helped to understand responsible behaviour. Staff gently reinforce appropriate strategies, according to the age and stage of children's development, to help the children understand right from wrong. For example, children are gently reminded to take turns and to be kind to others. Children are treated with consideration and are given lots of praise and encouragement which promotes their self-esteem.

Partnership with parents is outstanding. Children benefit from very effective communication through excellent verbal and written relationships with parents which contribute to children's wellbeing. Parents receive daily information about their children and regular written reports which keep them consistently aware of their children's progress. Staff also ensure that they involve parents in their child's learning through regular newsletters and notices.

Organisation

The organisation is outstanding.

All children feel at home and at ease in the exceptionally well-organised environment. This means they are very confident and initiate their own play and learning. The children are extremely well supported by the very competent and consistent staff team who have an excellent all round understanding of the children's care and learning needs. Staff follow very comprehensive policies and procedures to promote the welfare, care and learning of all children.

Robust recruitment procedures ensure children's safety, these effective recruitment procedures ensure staff are vetted appropriately and are suitable to work with children. Staff have clear

responsibilities and work together well as a team with a very high level of professionalism. Staff deployment is fully effective and all staff work directly with the children at all times.

There are several volunteers who help out on a regular basis within the group, most are elderly members of the attached church. All adult's are excellent role models, they are kind and caring to all and have made a commitment to be respectful to others. These older members of society, represent wonderful role models as 'Grandparent' type figures.

Documentation required for the safe and effective management of the setting is in place and policies and procedures work very effectively in practice. Staff are extremely vigilant about the security of the setting and the safety of the children attending, especially when using the outside play area. This underpins the safe management of the setting, which contributes to the welfare of the children.

Leadership and management is outstanding. The manager demonstrates an excellent understanding of their strengths and areas that may need improvement, such as the implementing of greater opportunities for vocabulary and questioning in the planning to extend the children's learning and extended opportunities for children to share their different faiths within the group.

The management and staff show a strong commitment to continual development and improvement of the setting. Staff are competent within their roles and are extremely caring towards the children. The pre-school team are successful in promoting an inclusive environment in which every child matters. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

During the last inspection one recommendation was set in relation to ensuring that there were appropriate methods in place for the recording and analysis of regular risk assessments alongside associated documents. The pre-school now have appropriate methods in place for the recording and analysis of these assessments alongside associated documents. This ensures the safety and wellbeing of the children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk