



## Jack and Jill Pre School

Inspection report for early years provision

<b>Unique Reference Number</b>	109718
<b>Inspection date</b>	06 February 2007
<b>Inspector</b>	Sylvia Dindar
<b>Setting Address</b>	Hythe Community Centre, Brinton Lane, Southampton, Hampshire, SO45 6DU
<b>Telephone number</b>	023 80844074
<b>E-mail</b>	
<b>Registered person</b>	Jack and Jill Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Jack and Jill Pre-School opened in 1984. It is managed by a voluntary parent committee. It operates from the hall in the Community Centre in Hythe and serves the local area.

There are currently 53 children from two to five years on roll. This includes 47 funded 3-year-olds and three 4-year-olds at the present time. Children attend for a variety of sessions. The setting currently supports a small number of children with special needs and welcomes children who speak English as an additional language.

The group opens on four to five days a week during school term times. Sessions are from 09:00 until 11:30 and 12:30 to 15:00.

There are seven staff who work with the children. Five of the staff have early years qualifications to NVQ level 2 or 3 and two training towards N.V.Q.2. The setting receives support from a teacher from the Early Years Development and Childcare Partnership. The group are a member of the pre-school learning alliance and have attained accreditation.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children enjoy snack times, parents are requested to bring in fruit for sharing so children become aware of healthy eating. Children are offered low sugar biscuits. Staff talk to the children about the foods that are good for them and children remember how milk makes them 'big and strong'. Children are offered milk, 'tooth kind' juice and water at snack time, however, children are not able to freely access water during all the sessions to stop them from becoming dehydrated.

Children play in an environment where it is clean warm and bright. Regular cleaning routines ensure that the equipment and toys are kept in a hygienic condition. Staff ensure that all spillages are wiped up straight away and toilet areas are kept clean. Children learn the importance of personal hygiene and are developing good self care skills as they wash their hands after messy play and after using the toilet.

Children are protected from the spread of infection as a written sickness policy is in place and shared with parents. This informs parents that children will not be cared for when they have any infectious illness. The children are appropriately cared for in the event of an accident and staff are trained in administering first aid. Good quality documentation is maintained regarding the administration of medication and accidents, which supports children's well-being.

Through well-organised indoor activities children are provided with good opportunities to make progress in their physical development. They move around their environment with ease and avoid furniture and each other. Children demonstrate a good sense of space as they sit down on the mat and find a space to play. Children have opportunities to climb and balance for example, on the climbing frame, balance beam and slide. They have opportunities to balance on stilts and have races with hobby horses. Children are able to climb on and off the trampoline. They confidently jump high showing rhythm and balance. Music and movement sessions allow children to move their bodies to music, such as 'rolling the bobbin up' and other favourite nursery rhymes and songs.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a clean, welcoming environment where space is effectively organised. They have access to a good range of safe and appropriate toys and resources and can move freely and safely around the premises because staff carry out rigorous safety checks and risk assessments.

Children are safe as a result of the staff's good awareness of safety issues. There is a high ratio of staff to children and staff are appropriately deployed, ensuring children are always well supervised. The staff carry out safety checks before each session and appropriate precautions are taken to prevent accidents. Good security procedures are in place for example, internal doors are kept locked. Access to the premises is monitored and staff check identification of all visitors. There are clear procedures to ensure children are collected only by authorised people. Appropriate fire equipment such as, alarms, smoke detectors and extinguishers are provided and are regularly checked to ensure they are in good working order. The children's awareness of safety is achieved through discussion and daily routines. For example, staff ask the children how many children are allowed on the trampoline, children respond and say 'only one'. They are reminded not to run inside and not to take toys into the rocker as they might hurt themselves. Staff plan interesting activities and invite visitors in such as, police and fire officers and the local 'lollipop' person. They talk to the children about how to keep themselves safe in different situations. This helps children to begin to take responsibility for themselves and others. Children regularly practise the emergency evacuation procedures, familiarising them with the process so that they can leave the building quickly and safely in an emergency.

Children's welfare is protected through the staff's appropriate knowledge of child protection procedures. They are aware of signs and symptoms of abuse and of their role and responsibility to protect children in their care. A child protection policy is in place which advises parents of the group's responsibility to protect children from harm.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The provision is good. Children under three years are well supported in taking part in all the activities. Staff build good relationships with them and consequently children effectively learn through their play. Older children are kind and helpful towards the younger children, which supports them in being included in all the activities.

### **Nursery Education**

The quality of teaching and learning is good. Children are motivated to learn because staff show a keen interest in what they say and do. They ask them questions that make them think and make decisions for themselves. All staff know children well and plan together to provide children with a good balance of play opportunities, which are both adult and child initiated. These plans have a clear learning intention and ensure that children are making good progress through the Stepping Stones. Children are developing high esteem as they are praised for their good efforts. They are encouraged to display their work and enjoy showing parents their achievements. Children are keen to tackle most activities as they are constantly praised and encouraged by staff. Most children show confidence and are happy to speak out or sing in a large group. The staff realise that for some this is more difficult and the fact that children have offered to stand up is a huge step in their development. When children suddenly lose their nerve they are able to sit down with no fuss and thanked for taking part. Through observations staff know the children who require help and are close at hand and children are encouraged to persevere. Whilst more able children are allowed more autonomy to think and develop ideas

for themselves and more complex toys and equipment are provided to ensure that they are fully stimulated.

Children listen very well and respond well to questions. They are interested in the activities provided and show concentration and perseverance. They enjoy the satisfaction of completing their self chosen activities. Children engage in conversations with staff and with each other. They chatter sociably whilst eating snacks and playing alongside each other. Children share ideas and engage each other in their play. They respond well to taking on responsibilities for example, when tidying up or offering food around at snack time. Children enjoy books; they sit alone or sometimes, share a book with their friends prior to story times. Story times are vibrant and fun and children are engaged and respond enthusiastically as the staff are skilful in engaging children's attention. The staff use of their voices and props and engage children through their natural curiosity. Children demonstrate that they know familiar stories such as 'The Bear Hunt' as staff encourage them to pre-empt what comes next developing their use of language. Children join with staff and walk around the room re-enacting the story and show delight in using the language and their bodies to express themselves. Children use mark making in their play, and the more able children are beginning to form recognisable letters and write simple words.

Children develop good maths skills. This is achieved in simple ways for example, by counting children at snack times, circle times and through favourite songs. Staff make good use of resources, and re-enforce and extend children's learning. For example, they use a very attractive soft toy as a 'mother duck' when children sing 'Five Little Ducks' and children are entranced. They are keen to show off their counting and calculation skills as they count the ducks, forwards as well as backwards. Staff use a display board and 'Velcro ' ducks to the board removing one each time, so children are getting visual stimulation as well as hearing the language. Staff use incidental experiences well. For example, children shows curiosity and wants to know how the ducks stick to the board. Staff encourage the children to listen and explore the sound that it makes and to guess what it is. Children are invited to touch it. They are encouraged to express themselves as staff ask them what it feels like. Children respond well and some recognise that it's the same as their shoe fastenings and talk about how they fasten their shoes. Showing they are developing a knowledge of understanding of how things work.

Children are developing an awareness of other people's cultures as staff talk to children and help them celebrate the differences of such things as hair colour, hair styles and clothes and the food that they eat. Children have access to a range of provision including books and small world people which stimulate discussion and further re-enforce positive images of the world in which we live.

Children enjoy playing with discovery toys, however, they do not have regular opportunities to use computers and there are few programmable toys. This means that children have few opportunities to develop skills in this area. Children confidently use a range of tools appropriately. Most children shows great skill in cutting out and handling paint and glue sticks. Children are learning to handle stencils and use pencils to create an image and show good control when colouring in. Children display good imagination in their role play and when using small world toys. They act out familiar and imagined situations and hide things from their friends. Children regularly use paint and art and craft materials. They enjoy watching what

happens as they role the marble in the paint They know many familiar songs and eagerly take part in music and movement. The staff use children's enjoyment of role play to further re-enforce the road safety message. For example, children choose whether they want to be car and pretend to zoom around the room or be a child crossing the road. One child is dressed up as a lollipop person and uses the home made traffic sign to show the cars they have to stop. Staff support talk to children about whether it is safe to cross.

### **Helping children make a positive contribution**

The provision is good.

Children's behaviour is very good. Staff are good role models for children and everyone is treated with respect. Children are learning to be kind and considerate and learn what is expected of them as this are discussed at each session. Children show that they understand that rules have a reason as staff ask them how they might keep themselves and others safe. Children know that only one child is allowed on the trampoline at any time and that they must take care and not take toys onto the rocker as this may cause harm to themselves and others. Children are encouraged to voice their own opinions and they have a sense of fair play. They begin to understand that they need to make allowances for younger children and are encouraged to play their part in supporting them. Staff use positive re-enforcement and a range of strategies to manage children's behaviour depending on the child age and level of understanding. Children are confident in the environment and approach staff when they need assistance. Settling in procedures are in place so that relationships can be established and information exchanged so that children's individual needs can be met. Staff are attentive and are close by to help children to detach from their parents.

Children learn about people's differences through accessing a good range of resources. They celebrate their own culture and festivals, and those of other people. Children with special educational needs are well supported to ensure their inclusion in all activities. The SENCO works closely with parents and outside agencies, to provide effective care and support. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. They receive good information on The Foundation Stage curriculum. This is achieved by providing parents with information through the parent's handbook and through discussion with staff. Parent's feel involved as they are informed about the activities provided through the notice board and the regular newsletters. This enables parents to be involved in their child's learning at home. Parents are invited into the group and encouraged to put their name on the helper list. Children benefit as staff are friendly and approachable and build good relationships with their parents. Staff are available each day for parents to discuss their child's development and see their files. Formal meetings are arranged regularly and a transfer form is completed for those children leaving the group at the end of the year.

## **Organisation**

The organisation is good.

Children are well cared for because the committee employ a knowledgeable and experienced work force. A dedicated staff group who have been together for a number of years provide stability and consistency for the children. The group takes part in a recognised accreditation scheme and constantly reflect on their practice. Lower than average ratios of children to adults are maintained and staff are deployed effectively. This ensures that all children get the support they need. Staff organise space and resources to ensure that children have a meaningful and worthwhile play experiences which covers all areas of their development. They use the 'Birth to Three Matters Framework' to plan and provide appropriate care for the under three's.

Most of the employment procedures are robust and children are cared for by staff who have adequate checks however systems do not clearly identify those people who have health issues and the group have no formal way of following this up. New staff are supported as an induction process is in place which ensures that they are made aware of their roles and responsibilities. A range of policies and procedures are in place and underpin the group's good practice. These are shared with parents and staff so that everyone is aware of what is expected of them and in return, what they can expect from the group. All documentation required by regulation is in place and are kept efficiently and in a confidential manner. Parents are kept well informed about their child's development as all records are shared.

Leadership and management of nursery education is good. All staff are dedicated to providing good quality care and education for children and staff are knowledgeable about the Early Years curriculum. An annual appraisal system ensures that staff have the opportunity to reflect on their practice and encourages them to be pro-active in identifying their own training needs. These are then discussed and matched to the needs of the pre-school, ensuring that staff have up to date knowledge of child care issues providing good care for children. Staff know children now children well and records are used to plan the next stage in children's learning. These show that children are making good progress towards the Early Learning Goals. However, not all staff use the same record keeping system which means that some learning outcomes are not clearly defined. Regular evaluation and good communication between the committee and the staff, ensures a shared commitment to ongoing improvements.

## **Improvements since the last inspection**

At last Nursery Education Inspection the group were required to improve the story time experience for children .

Story times are now vibrant and meaningful for children, they are well planned and delivered by staff.

They thoroughly enjoy them and are engaged from start to finish, they are keen to participate and predict what happens next. Children enjoy re-enacting the story and are fully involved, their imagination is captured and story times are fun.

At last care inspection the provider was required to develop a Lost Child policy and share all policies with parents. Parents now have ready access to all policies as they are advised that they can take the parents policy pack home to read. The parents handbook gives a brief synopsis of policies so parents are well informed.

### **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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide opportunities for children to independently access a drink when needed
- review the systems for checking staff's health

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop children's opportunities to discover technology
- consider the systems to ensure staff observation records are consistent

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](http://www.ofsted.gov.uk)