



# Jack 'n' Jill Pre-School & Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	251534
<b>Inspection date</b>	24 January 2007
<b>Inspector</b>	Gill Thornton
<b>Setting Address</b>	Stonelodge Community Centre, Hawthorn Drive (South West), Ipswich, Suffolk, IP2 0QY
<b>Telephone number</b>	01473 689580
<b>E-mail</b>	
<b>Registered person</b>	Jack 'n' Jill Pre-School & Nursery
<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 'n' Jill Pre-School and Nursery is managed by a voluntary management committee, made up of parents of children at the pre-school and members of the local community. It opened in 1980 and operates from Stonelodge Community Centre in a residential area of south west Ipswich. The pre-school operates from a large hall, with the nursery in a small adjoining room. A maximum of 24 children may attend the pre-school, plus a maximum of eight children in the nursery at any one time. The pre-school and nursery are open during term time only, each weekday from 09.30 to 12.00 and the pre-school from 12.30 to 15.00 on Mondays and Thursdays. All children share access to an enclosed covered outdoor play area.

There are currently 68 children aged from two to five years on roll. Of these, 34 children receive funding for early education. Children come from a wide catchment area. The group currently supports a small number of children with learning difficulties and/or disabilities.

The group employs nine staff, who all hold appropriate early years qualifications, five of whom are working towards a further early years qualification. The pre-school receives support from the Local Authority and is a member of the Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn to understand the importance of good health and hygiene practices from an early age through the regular routines of the session. For example, they learn to sing a hand washing song and staff talk to them about needing to wash away the germs after going to the toilet. In addition, older children know to cover their mouths when coughing so they 'don't spread their germs'. However, children wash their hands in a shared bowl of water before snack time, consequently putting them at risk of cross-infection.

Children receive appropriate care if they are ill or have an accident because staff are well informed about children's individual health care needs, with detailed documentation and consents maintained to support this. Children with specific medical conditions have clear care plans in place and healthcare professionals are invited into the group to provide staff with appropriate training to ensure children's individual needs are met.

Children's dietary needs are met through the provision of healthy snacks including fresh and dried fruit, breadsticks or items connected with special celebrations such as birthdays, Diwali or Christmas. The group vary the organisation of snack time, to provide children with either a social occasion where they sit down together in a whole group, or a snack bar which children independently access during the session. Children have free access to drinking water throughout the session to ensure they are not thirsty.

Children enjoy a range of physical activities which contribute to a healthy lifestyle. The spacious hall used by the pre-school gives children space to practise their physical skills in safety, with daily use of a large climbing frame. Staff provide children in the nursery room with space to join in ring games and they walk to the nearby play area to use the more challenging apparatus. Children from both groups have daily access to fresh air in the covered area, where they are provided with a range of activities and resources. For example, parachute games, practising their balancing and pedalling skills and ball games. Children demonstrate increasing control while using tools and equipment such as, construction kits, a variety of scissors, mark making tools and threading activities, to help develop their hand to eye coordination. Children are beginning to learn about their own bodies, for example, they know they have to wear their coats to keep warm, showing an understanding of keeping themselves healthy.

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

The provision is good.

Children are cared for in a safe and secure environment, where staff follow sound procedures on arrival and departure to ensure children cannot leave without an authorised adult. The main entrance is kept locked during the session and staff supervise children closely when escorting

them to the toilets or the outside area, as they have to pass through parts of the building being used by other organisations. Staff carry out daily safety checks and specific risk assessments on identified hazards. However, they have failed to identify the small flight of steps at the rear of the hall, leading to an area used by another organisation, as a potential hazard.

Children attending the pre-school are cared for in a brightly decorated large hall in which they move around freely and safely, independently choosing from the wide range of toys and activities set out by staff. All children have access to a broad range of safe and suitable toys and equipment that are well maintained and meet safety standards. Staff supervise children's play to ensure toys are safe and used appropriately. Children are learning how to keep themselves safe through practising fire drills and they understand safety rules, for example, to use their 'walking feet' when indoors.

Children are kept safe on outings because staff carry out individual risk assessments and complete a checklist of items to take including a first aid kit and children's contact details. Parents are asked to help to ensure ratios of one adult to two children are met and written consent is obtained for routine outings. Parents receive written details of outings undertaken by the nursery, which include details of any transport being used. The group make good use of a somewhat unappealing outside area to provide children with a safe space in which to enjoy a range of activities in the fresh air.

Children's welfare is safeguarded and promoted because staff regularly update their child protection training to ensure they are aware of the correct procedures to follow if they have a concern. Referral numbers and the flowchart of procedures are displayed on the notice board and the child protection policy is shared with parents.

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

The provision is good.

Most children arrive happy and settle well or are sensitively supported by staff to do so in the welcoming environment. Most children are confident and can play well on their own or with others. Staff are supportive and caring towards the children and take time to listen to them, this helps children develop their sense of self-worth as they know staff value their contributions. The organisation of activities and the routines of the session encourage children to initiate their own play, as they freely choose to spend their time engaged in activities that interest and motivate them.

Children can start at the pre-school once they are aged two and a half and the older ones move into the nursery, space permitting, normally for one or two terms. The pre-school and nursery come together once a week for outside play and snack time, apart from that they stay in their individual rooms with staff separately planning activities for the different age groups. All children are fully involved in a broad range of planned activities and spontaneous events provided by staff using their sound knowledge of child development. Staff change activities during the sessions to maintain children's interest. For example, the climbing frame was replaced after snack time by a colourful game which children enthusiastically took part in trying to pick up bugs.

The provision has embraced 'Birth to three matters'. All staff have attended training on the framework, they are aware of needs of the younger children in the pre-school and recognise the importance of supporting child-initiated play. The pre-school follow clear routines which children soon learn to understand, such as recognising the tambourine as a signal to come together for a change in activities. Whole group activities are kept brief, with the use of some good teaching methods to maintain children's attention. For example, asking the children 'shall we count in our big huge voices or little tiny voices?' Staff recognise that the youngest children have a short attention span; they encourage all the children to take part in whole group activities but accept that some children find it difficult to listen and participate when they first join the group.

## Nursery Education

The quality of teaching and learning is good.

Staff have a sound knowledge of the Foundation Stage and use this to plan a wide range of stimulating play and learning opportunities. Teaching provides realistic challenge for all children and motivates them so they are keen to learn and make progress. Staff use effective questioning skills to extend children's learning and promote their curiosity, such as when asking children which egg timer they think will finish first. Staff manage children and their behaviour well and use clear and consistent strategies to foster positive behaviour.

Planning in the nursery is clear and comprehensive and based firmly upon the Curriculum guidance for the foundation stage. In the pre-school, which has a greater variety of children's ages and abilities to incorporate, planning is based on a combination of 'Birth to three matters' and the Foundation Stage. In both rooms adult focused activities are used as assessment opportunities to monitor children's progress through the stepping stones. The group have just introduced a new system of recording children's progress, which has yet to be fully established to identify children's next step in learning to use as an aid to planning.

Children have a positive attitude to learning and are eager to take part in new experiences. They are keen to offer their own ideas, for example, when discussing their feelings during an adult focused activity. Most children are confident communicators and they play together well in pairs or small groups sharing ideas and experiences. Children have good opportunities to practise their mark making and early writing skills during planned and spontaneous events. Most children listen and respond to stories and rhymes in a group. However, during some whole group activities it can be difficult for the older more able children to fully participate as they are distracted by the younger, more restless children in the group. Children use mathematical language during their play and have opportunities to sort and compare objects by colour and size. They recognise and use numerals during games and take part in number rhymes, such as 'Ten fat sausages' when staff encourage the children to work out 'how many left?'

Most children show good levels of curiosity, for example, when exploring materials such as shaving foam or experimenting with kaleidoscopes. Children in the nursery have good opportunities to learn about their local environment through planned outings based upon termly themes. For example, visiting Christchurch Mansion during the a topic on buildings or going by bus and train to see the boats at Felixstowe during a topic on transport. All children

have opportunities to go to the nearby library to choose books. Children have access to a range of resources to develop their knowledge of everyday technology, including programmable toys, metal detectors and electronic games.

Children have good opportunities to explore their creativity while experimenting with a range of media and materials. They enjoy using musical instruments and are beginning to follow simple signals to control the sound and speed of their rhythm. Children join in with ring games and enthusiastically sing their favourite nursery rhymes. Staff plan a range of role play situations, such as a hairdressers or a castle, to stimulate children's ideas. Overall, children make good progress in their learning and achieve well given their capability and starting points.

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

The provision is satisfactory.

Children are welcomed into the setting. They are valued by staff who respect their individuality and ensure all children are able to play with toys and equipment which meet their individual needs. Displays of photographs of the children, for example, of them taking 'Barnaby Bear' home or out on trips with them, helps them develop a strong sense of belonging. The provision has effective arrangements in place to care for children with learning difficulties and/or disabilities and staff work in partnership with parents and other professionals to ensure children's specific needs are met. Strategies such as the use of symbols as an aid for children to choose favourite nursery rhymes help ensure all children are included and able to participate in activities.

Children's spiritual, moral, social and cultural development is fostered. They are learning responsible behaviour because staff are good role models and their calm and consistent manner and use of sound strategies helps children understand the rules of the group. They are developing confidence and self-esteem and are learning to manage their own behaviour and to know right from wrong. Children are learning about their local community and the wider world and take part in planned activities to gain an understanding of festivals such as Chinese New Year. They are beginning to develop an understanding of peoples differences through access to resources, such as books and puzzles, reflecting a positive view of the diversity of society.

All the required documentation and consents are in place to ensure children are cared for according to their parents' wishes. Parents are able to see the operational policies and procedures, however, the complaints procedure does not include timescales for responding to complaints. A record of complaints is maintained, however, it is not in line with the National Standards and does not maintain confidentiality to ensure it is appropriate to share with parents.

The partnership with parents and carers of children receiving nursery education is good.

Parents' receive good quality information about the setting, including the provision for nursery education, via the prospectus and regular newsletters. They are encouraged to share and contribute to their children's records of progress and to complete feedback sheets identifying areas they would like staff to work on with their children. Annual open mornings give parents formal opportunities to talk to their children's key workers. Parents speak highly of the group,

they find staff friendly and approachable and are very pleased with their children's progress since joining the group.

### **Organisation**

The organisation is good.

The good organisation of time, space and resources ensure children's needs are met and help them make good progress. The provision is valued as an established part of the local community. Suitable recruitment, appointment and induction procedures are in place to ensure that children are protected and cared for by qualified staff with a sound knowledge of child development. Staff work well together as a successful team, and they are committed to attending further training to update their knowledge and skills. The grouping of children and effective staff deployment contributes to children's care, learning and play. Sessions are well organised with clear routines which help children settle and become confident.

Operational policies and procedures work in practice to promote children's good health, safety, enjoyment, achievement and their ability to make a positive contribution. All the required documentation is accurately maintained to ensure children receive appropriate care. Overall, children's needs are met.

The leadership and management is good.

The strong leadership provided by senior staff has built a dedicated team who are committed to improving the quality of care and the provision of nursery education. Regular discussions and staff meetings take place to monitor and evaluate the provision and identify areas for improvement. The chairperson undertakes observations of sessions to evaluate the success of the room layout and staff deployment. Annual staff appraisals take place to identify strengths and weakness and areas for professional development.

### **Improvements since the last inspection**

At their last inspection the group agreed to implement risk assessments, these are now generally effective to identify potential hazards and action to be taken to improve children's safety. They were also asked to make their operational policies and procedures readily available to parents. A folder containing the policies and procedures is available by the notice board and the prospectus invites parents to view them at any time, so improving their knowledge of the running of the provision. They also agreed to update their child protection policy which has been done in line with the Local Safeguarding Children Board's procedures, so enhancing children's welfare and safety.

The nursery education inspection set key issues to develop children's use of the book areas and the computer. The book area in the pre-school has been improved to provide children with a comfortable area where they choose to share books with each other and staff, so helping them foster an appreciation of books. The group decided that the lack of safe storage facilities made the use of a computer impractical, although they are still looking into means of financing a laptop. Staff have attended training and purchased equipment to help children find out about and use everyday technology. They were also asked to develop children's records of progress;

a new system to identify and plan children's next steps in learning is being established following the advice of their support teacher. The group has also introduced good systems to monitor and evaluate the effectiveness of routines and resources to improve the provision of nursery education and to help children make progress.

### **Complaints since the last inspection**

Since 1 April 2004 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):

- consider alternative hand washing procedures before snack time to minimise possible cross-infection
- make small flight of steps at rear of main hall inaccessible to children
- update complaints policy and record of complaints in line with the National Standards.

#### **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):

- continue to develop children's records of progress to identify their next step in learning and use to inform future planning
- review organisation of large group activities to provide more able children with further opportunities to listen and respond without distraction.



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)