

Jack And Jill Pre-School

Inspection report for early years provision

Unique Reference Number 113541

Inspection date 04 March 2008

Inspector June Fielden

Setting Address Delmar Morgan Centre, Copthorne Bank, Copthorne, Crawley, West Sussex, RH10 3QX

Telephone number

E-mail

Registered person Jack And Jill Nursery

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 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 is run by a committee. It opened in 1992 and operates from the Delmar Morgan Centre in the village of Copthorne, West Sussex. A maximum of 20 children may attend at any one time. The pre-school is open from 09:15-12:00, Monday to Friday, term time only. All children share access to a secure outdoor play area.

There are currently 40 children aged from two to under five years on roll. Of these, 30 children receive funding for early education. Children come from the local catchment area.

The pre-school employs six members of staff. Of these, five hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm and welcoming environment. The medication record is well completed, and prior written permission is obtained from parents before medication is administered to children. Sick children are excluded, to protect others from infection. The pre-school operates effective hygiene routines to maintain children's good health. These include cleaning tables with an antibacterial spray before and after children eat, and providing liquid soap and paper towels for them to use when they wash their hands, to avoid the risk of cross-contamination.

Children are offered nutritious snacks which include fruit and raisins. Children's allergies are identified when they are enrolled at the setting, and staff are aware of these. Water is always available to children. They help themselves to this from a small water cooler, to ensure they are not thirsty.

Children spend part of each session exercising in the outdoor play area, where there is a wide range of wheeled vehicles for them to use. Children practise their pushing and pulling movements as they ride around, learning to avoid others and becoming aware of the space around them. They keep fit using a climbing frame to enable them to climb, crawl and slither. There is a collection of pillows in one corner of the setting for children to rest on quietly if they are tired.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children have access to an excellent selection of quality toys and equipment that meet the needs of all children. They freely move around the setting, purposefully choosing what they wish to play with. Space is extremely well organised by staff, providing children with an area for messy play, role play, table top activities and a quiet area where they can look at books. There is extensive storage space, both inside the setting, and in the outdoor play area.

Staff are vigilant with regard to children's safety, and have established excellent measures to ensure their wellbeing. Fire drills are held regularly, on different days of the week, to include all children and staff. There is a secure system for the arrival and departure of children, to ensure they are unable to leave the premises unsupervised. Staff obtain written permission from parents before outings, and complete risk assessments. A first aid kit and parents' emergency contact details are taken with them on visits.

Children are well protected from harm, as all staff attend training in child protection. The supervisor has an excellent understanding of this subject and is aware of how to seek advice. An incident book is in place to record any worries, and staff know how to report their concerns to the appropriate authority.

Helping children achieve well and enjoy what they do

The provision is good.

Children are greeted in a welcoming manner by staff when they arrive at the pre-school. They separate easily from parents, and quickly engage in activities, as a result of the groups effective settling in procedure. Play opportunities provided are appropriate to the age and interests of

all children. Staff ensure that there are a variety of resources aimed at the needs of younger children, such as threading activities, soft toys and sand play. Younger children complete the same activities as the older ones, but they are adapted to their level, and they learn by watching the older ones complete the tasks. Staff are sensitive to the needs of younger children and never rush them. For example, they are encouraged to stay at the table for as long as they need to at snack time, if they eat slowly. Staff raise children's self-esteem and develop their independence by involving them in tidying up, and letting them put their own coats on before going outside. Most staff have had training in the Birth to three matters framework, which is used for planning. They make observations of younger children and complete development records to show their progress.

NURSERY EDUCATION

The quality of teaching and learning is good. Staff are positive with children and speak to them in a friendly manner, asking them questions to make them think. They explain to children how things work, such as why a steam train gets hot. Staff carefully discuss activities with children before they begin them, to enable them to understand the purpose of their work. For example, one member of staff told children that the reason they were colouring large sheets of paper was because they were going to be used on their wall display. Staff participate in children's games and talk to them about the resources they are using, such as the toy animals, to develop their knowledge and understanding.

The setting has a two year long term plan, to ensure coverage of the Foundation Stage curriculum. They also have medium term plans, which include a planning sheet for each of the six areas of learning, while the short term plans show the activities to be covered each week and how they link to the stepping stones. The pre-school evaluates the planning through discussion at the end of the week. In addition, they use focus activity plans for the main tasks covered each week. However, the focus activity sheets and the weekly plans do not include any details of how the tasks are to be adapted to ensure they are aimed at the correct level for all children, and to provide guidance for staff supervising the activities. Children are all allocated a key worker who is responsible for recording their progress while they are attending the pre-school. Their observations of children are on-going, and are used to inform future planning. The observation sheets staff use are divided into the six areas of learning and the information they gather is used to update children's portfolios each half term. Children's achievements are highlighted in different colours, according to the term in which progress was made. Staff also keep dated and annotated examples of children's work as evidence of their success. Children's achievement records show that they make good progress in the Foundation Stage curriculum.

Staff talk to children about events at home and show interest in what they say, to encourage them to speak freely and discuss their feelings. Children all sit down together to eat at snack time, making it a sociable occasion for them. A member of staff sits at each table, and children have the opportunity to tell their news to the group. They are also encouraged to talk in front of others at circle time, when the child that took home the groups soft toy overnight tells the group what it did while staying with them. Children are confident and play well with each other, engaging in conversations as they use the toys. Staff hold discussions with children and extend their vocabulary through the language they use. They regularly share books and different types of reading matter with children, such as magazines. Staff explain the various features of books to children and model how to hold and use them correctly. Staff put emphasis in their voices as they read aloud to them. Children are provided with a selection of mark making materials to encourage them to draw and write freely.

Children are encouraged to develop their counting skills as part of everyday activities. After registration the staff get the boys to stand in one group and the girls in another. The children then count how many in each group and decide whether there are more boys or girls present. Staff ask children to find long, straight or curved pieces of track while they play with the railway set, and introduce them to measurement as they fit the cubes together to find the length of one of the toy lizards. Staff encourage children to investigate their surroundings using magnifying glasses. They enjoy wandering around the setting using these to help them find the rest of the toy lizards. Children show an interest in the world around them, looking at the globe which staff make available to them. One child using this got excited, pointing at it and correctly telling a member of staff that she had found the United Kingdom, where she came from.

Children use their small muscle skills as they manipulate the play dough, pushing and moulding it with their fingers to create different shapes. They squeeze paint from plastic bottles and mix this together with their hands to create a different colour. Staff talk to children about what they are doing, and make them aware that by mixing blue and yellow paint together they make a green colour. Children use their imagination as they play with a large wooden train set, solving problems that arise as they use it. For example, one child spent some time deciding how to get a train through two tunnels that had been placed together. The child solved the problem by pushing their arm as far as was possible through the tunnels, to make the train come out the other side. Staff develop children's sense of rhyme and rhythm as they sing and clap their names with them to say goodbye at the end of the morning.

Helping children make a positive contribution

The provision is good.

Children are encouraged to participate in all activities. Staff take into account their interests and home situations, providing children with additional support to overcome emotional problems when necessary. Details of children's specific needs are recorded, and staff are made aware of these. The pre-school have extensive resources to support diversity, including books, puzzles, small figures and dressing-up clothes. Staff have a good understanding of how to meet the needs of children with learning difficulties and disabilities, and attend appropriate training.

Staff are consistent in their approach to behaviour management, and use efficient strategies to handle inappropriate conduct. They explain to children why their actions are not acceptable. If the behaviour continues parents are involved, to reinforce the actions taken by staff, to ensure continuity of care. The setting has a behaviour management statement, but it does not currently include bullying, to make it clear that this is unacceptable. Staff always set children a good example to follow by being patient, friendly and caring towards them. Children are continually encouraged to share, and as a result they often do this without being asked. The setting fosters children's spiritual, moral, social and cultural development.

The partnership with parents is good. They have their own notice board in the setting, which provides them with all the necessary information about the group. This includes a list of the children allocated to each key worker, and photographs of staff with their name and position. The poster providing Ofsted's contact details is on display, and a folder of policies is available for parents to read. This includes their complaints procedure, to make parents aware of how any concerns raised will be handled by staff. Parents are pleased with the care provided for children, and believe that they receive effective feedback from staff about their child's nursery education. They see staff as being very approachable, and are able to speak to key workers at any time. The pre-school produces newsletters for parents every half term, inviting them to

come into the setting to see their child's achievement record. They have meetings with parents before their child starts attending the group, when staff inform them about the Birth to three matters framework and the Foundation Stage Curriculum. The planning folder is available for parents to see at any time. Parents are particularly invited to look at their child's profile during their last term at the setting, to celebrate their success before they start school. They are also asked to join the pre-school during social events held at Christmas and Easter. Parents have further opportunities to be involved in the setting by helping on the parents' rota, assisting on outings or by sharing any particular skills they have with the group. The newsletters provide parents with information about what their children will be learning each half term. This invites them to bring in relevant items linked to the topic to share with the rest of the group.

Organisation

The organisation is good.

Effective recruitment and induction procedures are in place, and children benefit from being cared for by well qualified staff that have been employed by the setting for some time. Consequently, they have extensive knowledge of the children and their families. Appropriate contingency arrangements are in place to provide cover for absent staff. Visitors' details are entered in the register, and children are never left on their own with them, to ensure their safety. The records of staff and children are stored securely within the setting to maintain confidentiality. Details of staff deployment are available for parents to see, and all policies and procedures are regularly updated.

The leadership and management is good. Staff work together well as a team and attend to their duties with little need for supervision. The supervisor and the committee are well aware of their separate roles and how they support each other. The committee are responsible for assisting the staff in running the group, organising the pay and fund raising. They are also involved in staff recruitment, reviewing the policies and appraising the supervisor. The supervisor is responsible for appraising and managing other staff, and for the day to day running of the setting. Training is discussed at appraisal meetings, and staff have attended a variety of courses since the last inspection, to update their knowledge and improve outcomes for children. The supervisor keeps an evaluation and practice folder in which she has action plans for anything which she feels may need altering or improving. This involves her in reflecting on current practice and consulting parents for their opinions. This sometimes results in changes taking place, such as recent improvements to the outdoor play area. Staff cascade information to each other as they set up and tidy away the equipment each day. They have staff meetings each half term, when everyone has the opportunity to be involved in the planning by offering their ideas. However, current plans do not show how activities are differentiated to ensure they meet all children's needs. Staff also have daily discussions while they set up and tidy away the equipment. The pre-school meets the needs of the range of children for whom they provide.

Improvements since the last inspection

The last care inspection recommended that the pre-school increase the amount of toys and resources that children can self select. The setting now has a trolley and a cupboard of resources accessible to children. This allows them to help themselves to equipment to increase their independence and offer them greater choice.

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.

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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):

- ensure that a reference to bullying is made in the behaviour management statement.

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):

- ensure that the planning shows how activities are adapted to meet the needs of all children.

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