

Jack and Jill Pre-School

Inspection report for early years provision

Unique Reference Number	152560
Inspection date	29 February 2008
Inspector	Samantha Hunt

Setting Address	Methodist Church Hall, Shepherds Lane, Beaconsfield, Buckinghamshire, HP9 2DU
Telephone number	01494 681321
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Registered person	Celia Louise Harding
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 a privately run setting, which opened in these premises in 1986. The provision operates from two rooms in a church hall, attached to the Free Methodist Church in the centre of Beaconsfield, Buckinghamshire. The pre-school has access to a kitchen, toilets and an enclosed outdoor area. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each week day during school term times, from 09.00 to 11.45 Monday to Friday, and from 12.15 to 15.00 on Monday and Wednesday. A lunch club runs on Tuesday, Thursday and Friday from 11.45 to 12.45, children are required to bring their own packed lunch.

There are currently 67 children aged from two years six months to under five years on roll. Of these, 54 children receive funding for nursery education. Children who attend come from the town centre and surrounding areas. The pre-school currently supports a number of children who have special educational needs or who speak English as an additional language

There are 11 members of staff, including the owner/manager, who work with the children. Of these, five hold appropriate early years qualifications. The Pre-school 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 the importance of good health and hygiene through positive interaction and routine. Many children take themselves off independently to the toilet and know they must wash their hands before snacks and meal times because the 'germs might jump into their food'. Items such as clean hand towels, soap, toilet steps and tissues are all easily accessible to children and help to develop their independence further. Staff reinforce the importance of good hygiene for example telling children why they must wipe their dirty shoes on the mat when they come in from feeding the birds in the garden and ensure tables are wiped down before snack and meal times.

Snack and meal times are a social occasion for the children and provide an opportunity to discuss the importance of healthy eating. For example the children eagerly chat about their favourite fruit with staff. Snacks and drinks provided include fresh fruit, water and milk. Information about dietary needs is collated prior to children starting and all staff are informed to ensure children's well-being is effectively promoted. Children staying for lunch have meals provided by their parents. These are stored away from the play area and children are closely supervised during lunch to ensure they do not swap foods with one another. Staff actively encourage parents to provide healthy lunches and encourage children to eat the savoury items such as sandwiches before the treats.

Procedures for recording accidents and giving medication are effective. Accidents are shared with parents at the earliest opportunity and all records sign by parents to acknowledge being informed. All staff hold a currently first aid qualification this enables them to act in the best interest of the children if they have an accident. The first aid kit is stored within easy reach of staff and regularly checked and replenished to ensure all supplies are safe to use.

Children have many opportunities through out the morning to develop their fine and gross motor skills. They confidently move around the setting and handle paint brushes, pens, pencils, rolling pins and glue sticks with ease. They eagerly take part in an obstacle course climbing up steps, crawling through tunnels and manoeuvring the 'WE' bike backwards and forwards. There are regular opportunities to access fresh air in the garden, and take part in music and movement and keep fit sessions.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a bright and cheerful environment, where their artwork, posters and mobiles are displayed throughout. Equipment and furniture is effectively laid out and allows children to move safely around the setting. Children are freely able to select toys and resources from the selection laid out of them when they arrive or from low level shelving in the back room. All equipment is in good condition and age and developmental appropriate for the children. Staff regularly check toys and resources to ensure they are safe for children to play with.

Security at the setting is good, with the main entrance door being kept locked whilst the pre-school is open. Staff are vigilant and ensure that a member of staff is situated at the main entrance at drop off and pick up times to ensure no children leave the building without an adult. A daily check of the building is carried out by staff before children arrive and the garden checked before children access it. Staff demonstrate a clear understanding of the evacuation procedures and ensure that they are practised termly with the children. This helps them to become aware of their own safety.

Children are protected from possible harm and neglect, because staff demonstrate a good understanding of the child protection policy. They keep written records of accidents and injuries children arrive at the setting with and ask parents to sign the entry. Although the owner has a clear understanding of how to deal with any allegations made against staff it is not currently documented in the child protection statement. The setting holds all required documentation to support them when reporting concerns, this helps to promote children's welfare in the setting.

Helping children achieve well and enjoy what they do

The provision is good.

Children appear happy and confident to come to pre-school and most part well from parents and carers with ease. They relate well towards one another, staff and visitors engaging happily in conversation. Staff greet children and parents in a friendly manner and encourage children to join in with the activities available. All children are able to freely make choices about the activities they wish to take part in and make their needs known well for example asking to join in at the art table or requesting support to put on an apron. Children receive a great deal of positive praise, encouragement and interaction from enthusiastic staff, which helps to extend confidence and makes them want to take part.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage and plan a detailed range of activities to support and extend children's learning. They use effective questioning techniques when interaction with the children and make learning a positive experience.

Children communicate well with staff and one another, for example sharing experiences and news from home at group times. They listen very well to stories and handle books with care as they begin to learn that print carries meaning. All children participate well at group times and follow simple instructions from staff for example lining up nice to take part in the obstacle course and walking to the bathroom before snack time. Many children can write their names and label their own work. Staff offer good support to those just learning, for example writing their names lightly and encouraging the children to go over it. Children are encouraged to sound out the letters in their name and begin to identify other letters and sounds as they enjoy stories and games with the staff. Although there are two computers available children are not encouraged to freely access them. Children practise counting skills in many everyday situations such as playing games, sing rhymes or counting one another at group time. Many children can count to ten and many beyond, staff actively encourage children to do simple calculations, for example adding several objects made from play dough together and then taking one away. Children have lots of opportunities to express themselves creatively and experience a variety of textures such as paints, glue, sand, water, corn flour and play dough. They clearly enjoy painting at the easel and eagerly share achievements with their peers and staff. They work well together building with the wooden bricks, talking about big and little, and identify colours and

shapes. Many children have regular opportunities to bake in the setting, following simple recipes and measuring out the ingredients and mixing them together. Staff are building good relationships with all the children and clearly understand their needs and stages of development.

Helping children make a positive contribution

The provision is outstanding.

Children's behaviour is exemplary. They show lots of kindness and care to one another, for example greeting friends as they arrive and dividing up their lumps of play dough to allow someone else to join in the activity. Staff set clear boundaries and show children lots of warmth and kindness, engaging eagerly in conversation and playing with them. They actively praise and encourage all children, using words such as 'wonderful' and 'well done' and give out stickers for good behaviour or work. This helps to build the children's self esteem and makes them feel good about themselves.

All children's individual needs are valued. All children are actively encouraged to participate fully in setting. Staff are very sensitive to all individual needs and pro-active in identifying and supporting children who may have a special educational need. They work effectively with parents and outside professionals to ensure that all children receive support where they need it. Children become aware of the wider world through playing with toys and resources, celebrating festivals and regular visits into the community. Children's spiritual, moral, social and cultural development is fostered

Partnerships with parents of children receiving nursery education is good. Staff collate information on children's individual needs prior to them starting. They actively make themselves available to parents at the end of every session, sharing information about children's progress and achievements. A regular newsletter detailing information about the current topic and events going on in the pre-school helps to keep parents up to date. Parents are actively encouraged to visit the setting prior to their children starting and are informed about the settings policies, these include how to make a complaint, accident procedures and child protection. However policies including information about the Foundation Stage are currently stored in the office and not easily accessible to parents. Staff are always on hand to deal with any queries parents may have and are pro-active in discussing concerns in a confidential manner at the earliest opportunity. Parents comment on the friendly, supportive team of staff and the welcoming environment which their children love coming too.

Organisation

The organisation is good.

The rooms used by children are well laid out and allow children to move around safely and confidently as they go about their play and learning. Staff are qualified, experienced and enthusiastic and clearly enjoy spending time with the children. They offer appropriate support and care to the children and work well together as a team setting good examples.

Leadership and management is good. The proprietor and staff work effectively together to ensure the smooth running of the pre-school. Staff are actively encouraged to update knowledge and regularly attend further training provided by the local authority. All staff demonstrate a clear understanding of their roles and responsibilities and meet regularly to discuss and review current practises. Detailed planning is in place, however staff do not currently evaluate daily activities to help inform future planning and assess its effectiveness in meeting all the children individual needs. All regulatory documentation that contributes to the children's health, safety

and welfare in the setting are in place. However there is some area's for improvement such as the child protection statement. Staff record and check children's attendance at several stages throughout the morning and all visitors to the setting are asked to sign in and out in a visitor's book. Child/staff ratio's are effectively maintained and the certificate of registration displayed clearly to inform parents how many children the setting may have at any one time. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to ensure that the lost or uncollected child policy contained sufficient detail. They were also asked to further development of activity plans and children's assessment records. The provider has reviewed the lost and uncollected child policy, and updated it to ensure that it details clearly what the setting would do in the event that a child was lost or uncollected. Staff continue to review and develop activity plans and children's records within the setting and attend training to ensure children education needs continue to be met.

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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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):

- update the child protection statement to ensure it include allegations made against members of staff and make all policies including information about the Foundation Stage readily available to parents

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):

- provide children with more opportunities to access the computer
- evaluate daily activities to help inform future planning and ensure all children individual needs are met.

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