

Jack and Jill Pre-School

Inspection report for early years provision

Unique Reference Number	300849
Inspection date	24 April 2008
Inspector	Geneen Yvonne Hulse-Brown
Setting Address	Church Hall, School Lane, Stannington, Sheffield, South Yorkshire, S6 6DD
Telephone number	0114 2855954
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Registered person	Jack and Jill Pre-School (Stannington)
Type of inspection	Integrated
Type of care	Full day 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 are voluntary providers who have been open since October 1973 and are situated in Christchurch hall in the Stanington area of Sheffield. There are two playrooms and secure outdoor space for children's use.

A maximum of 23 children aged two to five years may attend the pre-school at any one time. The pre-school is open Monday to Friday, during term time, from 09.15 to 11.45 and Monday, Tuesday and Thursday until 15.15. There are currently 40 children on roll, of these, 35 receive funding for early education. The pre-school supports children with learning difficulties.

There are seven staff employed to work with the children and all hold recognised early years qualifications. The setting has a regular volunteer helper who is unqualified. The pre-school is a registered charity, which is managed and supported by a voluntary management committee. The setting receives support from the local authority and Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enthusiastically enjoy a broad range of fun activities that contributes to their good health. They confidently pedal bicycles, climb solid frames, dig in the garden and play ball games. Children enjoy exploring outdoors in all weathers as they splash in puddles and recognise when their trousers are wet from the rain. The children develop good physical skills as they manoeuvre around obstacles and find space to play at a table or sit on the rug. They enjoy outings to the village post office and walks to the church, as well as further afield. Children competently carry chairs around the setting as part of their play. They effectively manipulate small tools, such as scissors, pencils, paintbrushes and knives to build their fine motor skills. Children enjoy experimenting with different types of scissors to make shaped cuts in paper. They confidently pour their own drinks and milk on to cereals at snack time. Children have fun making play dough and then squeezing and moulding it to make shapes and models. Outdoor play is planned into the children's daily routines, which can on occasion limit their opportunities to choose when and where to play and their access to large outdoor play equipment.

Children use many opportunities to talk about being healthy, due to staff planning numerous activities, projects and themes, such as food tasting and looking at their likes and dislikes. Children demonstrate a good understanding of a healthy diet, as staff talk to them about healthy eating as part of the daily routine. They enjoy social snack times where they sit together around small tables, to chat and share news. Children choose when and what to eat as snack is offered on a rolling programme that they access within set times of sessions. Staff consider children's individual dietary needs when planning snacks. Children who stay for lunch club bring packed lunches and eat together in small groups. However, staff do not always sit with them to further develop a social and relaxed atmosphere.

Children are cared for in a warm, clean environment, where good methods ensure they develop a broad understanding of personal hygiene, such as hand washing before eating and after messy activities. Children know they wash their hands to remove germs. They confidently take themselves to the bathroom as needed. Children act out being doctors in the role play area as they talk about having bad ears. Well organised systems are in place to promote the children's general health, for example, accident and medication recording and over half the staff team hold a current first aid certificate, which is regularly updated as part of the pre-school training plan.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure and safe environment where all potential risks are minimised as staff make creative use of the premises. Effective use of displays, children's work and planned activity areas enable the children to enjoy a fun environment where they develop their independence. Children move around the premises with confidence as they negotiate and choose where to play, making active choices of activities, as they learn how to keep themselves safe. Sensitive reminders help the children understand safe practice, to walk indoors, take care when climbing and carry chairs with the legs pointing down. Effective use of topics, regular discussions and visitors to the setting, reminds children about keeping safe. For example, local walks to help them learn how to cross the road and visits from the school crossing patrol and fire service help them consolidate their understanding. Premises are safe and secure, due to

the effective monitoring systems in place. Accurate recording systems show who is present and all visitors to the setting are checked and sign the visitor's book on arrival.

Children make active choices of what to play with from a broad range of easily accessible resources and request anything they cannot see. Well planned areas allow them space to be quiet, use their creativity, extend their imagination and develop their play. Children benefit from access to a fun outdoor play area, as part of daily routines. They explore and giggle together as they ride bikes, dig in the sand and make music as they beat tins and pans with wooden spoons on imaginatively designed mobiles.

Secure procedures are in place to support good practice, as all staff have completed basic child protection training and renew it regularly. The manager and child protection officer have attended the Local Safeguarding Children Board training and implemented the changes to legislation into their practice and documentation. Effective systems are in place to ensure children are safe, as the staff understand their role in protecting children and use this information to promote the children's well-being.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at pre-school and make good progress in all areas of development, due to knowledgeable staff planning interesting activities and fun experiences. Effective use of the 'Curriculum guidance for the foundation stage' ensures they provide good quality care and education. Children are happy, secure and well settled, as they enthusiastically undertake an interesting range of stimulating and motivating activities. They actively make choices about their play, by selecting resources that build on what they know, extend their experiences and develop their thinking.

Children demonstrate their independence as they successfully plan their own time and make decisions about what to do. They work together to plan role plays in well resourced areas, as they change the doctor's surgery into the vets. Children are very curious and interested in all around them, as they confidently move between activities playing with friends. They engage visitors in conversation and ask what they are doing with increasing confidence. Children are very interested in all around them and actively seek out the support of adults to find resources or join in their games. They establish very good relationships with staff and children alike, as they confidently seek friends to play with and involve adults in their discussions. Children recall home events and outings with enthusiasm. Less confident children are sensitively guided and supported to undertake activities by staff who know them well.

Children's individual needs are effectively responded to, as staff adapt activities to follow their ideas and suggestions, such as when extending role plays. Children confidently try out new skills and solve problems aided and encouraged by the staff, for example, using sticky tape to fasten pieces together when making a rocket. Observations and staff's knowledge of the children ensure they build on what the children know to extend activities at the child's own pace.

Nursery Education

The quality of teaching and learning is good. Staff's good knowledge of the Foundation Stage ensures that children progress well in all areas of development. Children are interested and motivated to learn through well planned and spontaneous activities and experiences, which challenge and extend them. They display high levels of concentration as they have free access

to tools and materials, such as a mixture of construction blocks to build simple and complex models. Children experiment using different construction materials to see which fit together as they solve basic problems. Children enthusiastically extend their imagination, making up stories and exploring their creativity in well planned areas. Children have free access to a wide range of materials to extend their natural creativity, use their imagination and develop new skills in well planned and resourced work areas. They make active choices from many different types of writing and sorting materials to explore mark making and number. They enjoy mixing paints, talking about colours and make models from play dough.

Children are confident speakers; they listen intently to each other, sharing experiences, talking about home, family and events with enthusiasm. At story time they discuss living on a farm, seeing hens and feeding carrots to the horses. Staff listen intently to what the children say, consistently offering support and suggestions to enhance their experiences. They use new vocabulary in their play noting that 'the hedgehog is smelly because he is sick' and 'that's disgusting' when talking about what a friend is doing. Children are very confident as they engage well with each other and welcome visitors, sharing their achievements and negotiating roles in games. They show off toys and pictures they have made with pride. Children play well together and alone to enthusiastically progress their ideas.

Behaviour is very good and reflects the staff's high expectations. Children take turns and share, learning how to manage their own behaviour and respect for others. They enjoy learning about the lives of others through topics, visitors and planned activities. Stories introduce children to other cultures and festivals as they enthusiastically recall the story lines. Children learn about growth as they tend the pre-school garden growing plants, vegetables and herbs. They show a keen interest in new technology as they explore computers, a cassette player and tills. Children use a keyboard and telephone as an integral part of their role play as they dial 999 for the ambulance when playing at doctors.

Children consistently use number and problem solving through daily activities, counting and sorting as part of daily routines. They use scales to balance a wide variety of objects from a well resourced trolley and make patterns using different sized pegs. Children enthusiastically enjoy music, singing and ring games both indoors and outside. Laughing together as they play 'Farmers in the dell' and jingle bells in time with familiar songs. Children confidently use mathematical language talking about colours and shapes when building. Children have fun making patterns in paint, gloop and sand. They happily explore textures as they hide animals in the bran flakes and stick feathers onto shapes.

Well organised observation systems are in place to effectively monitor the children's progress. Staff complete regular observations based on the stepping stones to assess where the children are at and plan the next steps. They are in the process of reviewing and updating their planning and assessment systems to ensure that assessments identify the next steps for individual children to influence planning and aid progression.

Children successfully undertake a wide range of planned and freely chosen activities, with staff responding to incorporate the children's ideas and suggestions. Staff have a broad knowledge of the early learning goals, and use this to plan a challenging and interesting curriculum that includes all areas of learning. Effective use of open ended questioning ensures that children extend their language, develop their thinking and show that staff value what they say. Well presented displays of the children's work successfully contribute to promoting their self-esteem. Good photographic evidence supports staff to demonstrate how children learn and progress.

Memory books help children enthusiastically recall events and activities as they look at them together and alone.

Helping children make a positive contribution

The provision is good.

Children establish strong and respectful relationships with staff and each other, making friends easily and seeking them out to play with. They show good self-esteem as they confidently ask questions and actively make choices within the daily routines. The sensitive staff team effectively welcome and support them by offering consistent praise and encouragement. Children's individuality is valued as staff offer support to help them learn and progress. They learn to share and take turns as they play number games and count how many horses each has when playing with the animals. Children recognise when there is space at the snack table, waiting their turn patiently. Large egg timers help children understand when their turn is up and it is time to pass the toys to a friend.

Meaningful activities help children become aware of similarities and differences, which in turn increases their understanding of the wider world, as they listen intently to stories. Children enjoy exploring on local walks to broaden their knowledge of the local community, with memory books and photographs to help remind them of what they have seen and done. Books, toys and pictures promote positive images around the setting. Staff and children share their home experiences with each other as part of planned and spontaneous activities, such as at story time.

Children's behaviour is very good and reflects the staff's high expectations. Children understand consistent boundaries, demonstrating care and respect for each other. They show good negotiating skills as they share equipment and take turns when playing games. Children listen with interest to what each other has to say at group time and hold conversations with each other as they play together. Staff role model good practice by showing care and consideration for others for the children to imitate and develop their skills. Children with learning difficulties and disabilities receive good support by pre-school staff and other professionals.

Partnership with parents and carers is good. Parents receive good information about what the children are doing at pre-school, on a daily basis at the beginning and end of sessions. Regular updates and opportunities to discuss children's progress aid communication. Staff and parents work well together to meet the children's individual needs. The setting has started to develop systems for parents to show how the stepping stones and the 'Birth to three matters' framework help children progress. However, it is too early to clearly see the impact on how it will help parents understand how children learn. Parents confidently approach staff and demonstrate a high level of satisfaction with the setting. They are extremely happy with the service offered. Parents agree that they are well informed and able to discuss concerns as they arise. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The leadership and management of the pre-school are good. Effective organisation of the educational provision consistently supports children's care and learning. The well experienced staff team demonstrate a good understanding of their roles and responsibilities to ensure they successfully meet children's individual needs. The established strong working relationships in place follow effective procedures that develop, monitor and evaluate the provision. The team

work successfully together to review and assess the provision, using action plans to highlight areas for improvement. A well constituted and committed management committee is in place to monitor and support the pre-school.

Staff access a wide range of in-house and local authority training courses, demonstrating a high commitment to training and development to consolidate practices and further enhance the provision. All staff have individual areas of responsibility within the team, relevant to their skills and strengths. A comprehensive range of policies and procedures are in place to support good practice and offer an effective service, and they are regularly updated to meet changes to legislation. Staff use many opportunities to meet together daily to share information, discuss practice and raise concerns as they arise. Activities are regularly evaluated and working practice reviewed at staff and planning meetings. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The action raised at the previous inspection regarding reviewing the complaints policy and the procedure to follow regarding recording of complaints has been successfully addressed. The pre-school has a comprehensive policy and complaints log in place. This is readily available and includes space for recording comments, concerns and complaints.

Recommendations from the previous nursery education inspection regarding children's free access to creative activities and opportunities for children to develop their skills and interest in music have been successfully addressed. Well equipped work stations for craft and music are freely accessible to the children who make active choices throughout session. Children's opportunities to develop outdoor play experiences continue to be addressed as the pre-school is still reviewing outdoor play through continuous provision.

The setting have effectively reviewed planning, assessment and observation records to clearly identify the next steps in children's learning. They are still developing systems to further involve parents in their children's learning. Notices and displays ensure parents know what the children are doing on a daily basis and they receive many opportunities to look at their children's records and discuss issues with the staff team.

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 complaint 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 reviewing organisation of lunch times to offer a more social and relaxed approach.

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 the outdoor curriculum to offer children additional opportunities to make choices and extend their physical skills
- continue to develop parents' understanding of how children learn using the stepping stones and the 'Birth to three matters' framework. (also applies to care)

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