

Jack & Jill Pre-School

Inspection report for early years provision

Unique Reference Number	EY347082
Inspection date	17 June 2008
Inspector	Sally Elizabeth Lee
Setting Address	Village Centre, School Road, Bulkington, BEDWORTH, Warwickshire, CV12 9JB
Telephone number	07971 420665
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Registered person	Bulkington Jack & Jill Pre-School Co-Operative
Type of inspection	Integrated
Type of care	Sessional care, Out of School 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 opened in 1969 and re-registered in 2007. It operates from two rooms in a community centre in Bulkington, Warwickshire. A maximum of 24 children may attend the pre-school at any one time. The group is open from 09:15 to 11:45 and 13:00 to 15:30 Monday to Friday term time only. All children share access to a safely enclosed outside play area. There are currently 54 children aged three years and four years on roll. Of these, 48 receive funding for early education. Children mainly come from the local community and surrounding villages. The group supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The group employs seven members of staff, all of whom hold an appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children stay healthy and are very well protected from infection because staff carefully follow clear hygiene procedures. They provide excellent role models for the children by ensuring they wash their hands before they sit and eat with them and clean the tables with an anti-bacterial cleanser before use. Children learn about good hygiene from the daily routines of hand washing and the gentle reminders from staff. Liquid soap and paper towels are easily accessed by the children and, in addition, they are encouraged to use the tissues, blow their noses regularly and put the tissues in the bin. This helps children to learn about hygiene and to develop their personal independence. Furthermore, children learn about how to stay healthy while playing in the sun. They routinely fetch their sun hats to wear outside and, once again, staff provide good role models by wearing hats themselves.

Children learn to make healthy food choices and have their nutritional needs very well met because they are offered a range of fruit for their snack. They sit together in key groups and eagerly choose from the wide range of fruits offered to them by their key workers, attractively displayed in fruit bowls. Staff sit and eat their fruit with them and talk to them about healthy lifestyles. They all choose a drink of milk or water. Drinking water is accessible to the children throughout the session and they are confident to access this independently.

Children thoroughly enjoy their daily opportunities to develop their physical skills in the outdoor play area. They have free access to the enclosed safe area and here they are able to develop their control and co-ordination as they push, pull and pedal the wheeled toys. They are offered challenge on the climbing equipment and use a wide range of tools and equipment in the sand and water. Their weekly trips to the outdoor classroom at the local junior school enhance their experience of the natural world and here they are able to interact with their environment, building with natural materials, making dens and shelters and climbing trees. They visit this area all year round in all weathers and particularly enjoy the flasks of hot chocolate they take for their snack. Parents report that these trips are a favourite with their children and that they excitedly tell their parents all about them when they go home. Inside the setting, the children are able to develop their physical skills during the dance and movement sessions as well as during the 'Sticky Kids' physical activity programme.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises which are safe, secure and suitable for the purpose. They are spacious and well-maintained. The very attractive displays of the children's own art work, with explanations accompanying the drawings, make the setting welcoming to children and adults and help children to develop a sense of belonging. The setting is self-contained with the children's toilets easily and safely accessible to them from the playroom. The enclosed outdoor play area has a safety surface and is available to the children throughout the majority of the session. The children make the most of this facility and thoroughly enjoy their outdoor play.

Children benefit from an excellent range of very good quality toys and play materials. They are attractive and inviting, cover all areas of play and learning and support the activities very well. They are all checked regularly by the staff to make sure they are safe and clean for the children to use.

Staff are vigilant with the children and are careful to make sure they are cared for in premises which are safe and secure. Risk assessments are carried out and updated regularly. Children learn how to keep themselves safe as they walk across the car park because they talk about this in circle time before they go on their weekly trips to the outdoor classroom. Staff make sure that they talk to the children about why they should not leave toys and sand on the floor and explain the consequences of their actions.

Children are further protected because staff have a good knowledge and understanding of child protection issues. They have all undertaken training and this is updated regularly to make sure they keep up to date with any new initiatives in this area of work.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are cared for by staff who are skilled, experienced and committed to meeting their needs. Staff perform care tasks quietly and sensitively and treat the children with respect at all times.

Nursery Education

The quality of teaching and learning is outstanding. Children are happy, active learners. They are motivated and work very well together in small groups, co-operating very well to make models and create imaginary worlds. They show care for each other, for example, a child hurts himself outside and a friend brings him a drink of water out and shows concern. They contribute confidently at circle time, but they are learning to listen and put their hands up they want to speak. They are developing very good self-care skills and are personally independent.

Children really enjoy books and stories in small and large groups. They listen well and contribute when appropriate. They can recognise their own names and the names of other children and are developing an understanding of initial sounds and letters. The good labelling around the setting helps children to learn that print is used for a variety of purposes and they make marks with a wide range of media and situations. They enjoy playing with language using rhyme and alliteration. For example, during a story of 'Rumble in the Jungle' they talk about the 'slippery snake' and the 'ravenous rhino'.

Children are developing very good skills in problem solving and are able to count and recognise numbers to ten and, in most cases, well beyond. They are able to sequence numbers easily and use comparison in daily activities, for example, measuring ingredients for their cookery. They learn about volume as they fill and empty containers in the sand and water and they solve problems as they make road and rail tracks and complete puzzles.

Children use their imagination in art and design. They paint and draw freely and their creations are very well displayed around the setting. They thoroughly enjoy playing in the house and making picnics and will eagerly call their friends to come to the 'ice cream van' where they are all going to have ice creams. They enjoy listening to and playing music with the instruments which are readily available to them.

Children have many opportunities to experiment with an extremely wide range of media and materials. They experience the sand and water, play dough, gloop, shaving foam and paste. They paint with water on the walls and floor of the outdoor area and laugh as they blow bubbles and try to catch them as they blow in the wind. They look at change in the natural world as they

grow sunflowers, carrots and cress. They have excellent opportunities to interact with their environment on their visits to the outdoor classroom. They construct and build with building sets, junk and wood and are learning to use information and communication technology well to support their learning.

Staff have developed excellent systems to observe, monitor and record children's achievements and to plan experiences that help them take the next step in their learning. They ensure that all children are offered the support and challenge they need to help them along the stepping stones to the early learning goals. Staff create an environment which encourages children to learn and to take part in all the activities offered. They organise space, time and resources very well to enhance children's experiences while they are at the setting and to develop their independence. Children have free access to the outdoor area and have sufficiently long periods of time to develop, re-visit and further their play so that they develop very good levels of concentration. Open-ended questions are used well to help children to develop their language skills and to use language for thinking. Staff give children a high degree of choice and encourage them to contribute to the activity plans, which helps them to develop a sense of belonging and self-worth.

Helping children make a positive contribution

The provision is good.

Children and adults within the setting are treated with equal concern and respect by the staff. Children learn about the wider world from a good range of positive images which are available to them in books, posters and resources and from the celebration of a range of festivals. Children are encouraged to treat each other with kindness by the good role models provided by the staff and this contributes to the positive attitude they have for each other and the care they show. Children's individual needs are recorded before care begins and parents are able to discuss any particular needs their child may have on an ongoing basis. Children's spiritual, moral, social and cultural development is fostered.

A comprehensive policy is in place regarding children with learning difficulties and/or disabilities. The high levels of support given to all of the children ensure that they all receive a great deal of individual attention and are included in the activities. Staff are skilled and are able to meet the needs of the children who attend. The building is fully accessible to wheelchair users.

Children behave very well at the setting. Staff are quiet and calm at all times and children learn to listen. They are encouraged and praised for good sitting and listening and for using their 'walking legs' inside the building. They learn to share and to take turns from the daily activities and routines and staff are quick to praise their good behaviour. For example, a child makes a request quietly and politely and is praised for using 'lovely manners'. If children are unkind, then they are encouraged to see why their behaviour is unacceptable and to say sorry. Thus children learn the difference between right and wrong. Behaviour in the pre-school is very good.

Partnership with parents and carers is good. Clear written information is given to prospective parents and they are invited to spend time in the pre-school and talk to staff to find out more. There is information displayed for parents around the setting about the curriculum as well as items of general interest. However, despite twice yearly parents consultation evenings and regular invitations to view their child's records, parents do not always feel well informed of their child's progress and this impacts on the partnership with parents and carers. In addition, the complaints procedure is not made easily accessible to parents. However, parents value the

friendly, approachable attitude of the staff and feel confident to discuss any concerns they may have with them at any time. They receive daily verbal feedback from staff as well as regular termly newsletters which help to keep them informed of any special events and forthcoming topics.

Organisation

The organisation is good.

Children benefit from the clear commitment from all of the staff at the setting to provide good quality care and education for the children. They are experienced, qualified and skilled. They strive to improve their practice, attending regular training and willingly taking on new initiatives and try out ideas they have picked up. They work very well together as a staff team and have a very high regard for the welfare of the children.

There are very clear policies and procedures in place which ensure children are protected and cared for appropriately. All staff are aware of these and follow them carefully. Staff are well organised to ensure recommended ratios are met at all times. Children benefit further from the key worker system in place throughout the pre-school.

The registered persons are also managers of the setting and work within the pre-school on a daily basis. They have devised clear roles and responsibilities for themselves to ensure the setting runs smoothly. In addition, they work very well with the staff group, involving them in all the decision making through weekly planning meetings and half termly staff meetings. The good communication that exists between the managers and the staff ensures that the effectiveness of the nursery education is monitored carefully and all staff show a strong commitment to improving standards. Leadership and management of the nursery education is good. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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):

- ensure the complaints procedure is displayed for 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):

- ensure parents are kept fully informed of their child's progress and are involved in their child's learning.

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