

Jack & Jill Preschool

Inspection report for early years provision

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Inspection date 19/04/2010
Inspector Rosemary Musgrove

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Jack and Jill Pre-School opened in 1994 and moved to the current premises in 2009. It operates from Littlehaven Infants School in Horsham, West Sussex. All children have access to a secure outdoor play area. The pre-school opens from 9am to 3.10pm from Monday to Friday in term time. The pre-school is registered by Ofsted on the Early Years Register and a maximum of 20 children from two years to the end of the early years age group may attend at any one time. There are currently 50 children in this age group on roll. The pre-school is also registered by Ofsted on the compulsory part of the Childcare Register in order to care for children aged over five years to eight years; currently, no children are on roll in this age group. The pre-school is registered to receive government funding for nursery education. The pre-school supports children with special educational needs and/or disabilities. The four members of staff hold appropriate early years qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of each child's individual needs and effectively support their welfare and learning. The environment is well-organised and children enthusiastically select good quality resources and take part in a range of worthwhile activities. This means they make good progress in their learning and development. Effective arrangements ensure that children are safe and secure in the pre-school. Partnerships with other agencies, schools, parents and carers are well established and support the continuity of the children's care and learning. The pre-school continually reflects on their practice and as a result, make positive changes and improvements.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessments so that it includes information on who conducted it, the date of review and any action taken following a review or incident (Documentation). 07/05/2010

To further improve the early years provision the registered person should:

- develop systems in order to ensure that children have regular drinks
- provide more opportunities for children to explore a range of resources that help them to develop their sensory awareness.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge of safeguarding and this means children are well protected. Effective procedures are in place for identifying a child at risk of harm and liaising with the appropriate child agencies. Safe recruitment and vetting procedures mean that suitable staff work with the children. Supervision of children is good and staff are vigilant as children choose to play in different locations. The pre-school has the required procedures and documentation for the safe and efficient running of the early years provision and the majority contain the necessary information, for example, the accident records. Although the pre-school conducts daily checks and regular risk assessments, the records do not contain all the required details. This means that children's welfare is compromised due to the lack of appropriate records.

The learning environment is stimulating, well-organised and conducive to learning, for example, in the outdoor play area. Play materials are suitable for the developmental stage of the children and they independently choose them from clearly labelled drawers and storage containers. This means they enjoy their explorations and find out about the six areas of learning. Children are encouraged to respect resources and take part in a recycling scheme.

The pre-school provides a service that is inclusive to all children. If children with special educational needs and/or disabilities need additional support, the pre-school works with parents and interagency teams. This means children have an individual plan, get the appropriate support and make good progress in relation to their starting points. Children have plenty of opportunities to learn about the diverse world in which they live. They celebrate a number of different festivals, such as Chinese New Year, Easter and Holi. They see positive images of people's differences through small world resources, posters and books.

The pre-school has a positive relationship with parents and carers. When a child starts, parents complete a profile; this gives background information, such as a child's favourite toy. Parents have good information about the pre-school, such as copies of the policies and procedures and regular newsletters. They are welcome to talk with the staff at any time and have regular consultations when they see their child's learning journal and discuss their progress. Through discussion, parents indicate they are very happy with the pre-school and in particular comment on the communication, meetings with the key person and approachable staff. The pre-school works alongside other settings and agencies, for example, when a child transfers to school they work in partnership and this makes a positive contribution to the children's well-being.

The manager and staff are a strong team who are enthusiastic and motivated to develop and improve the pre-school. Their self-evaluation demonstrates a good, realistic understanding of their strengths and areas for future developments that will promote outcomes for the children. Since moving to new premises, the staff have made continual adjustments that enhance the quality of the children's care and learning. Future developments include improvements to the outdoor play area.

The quality and standards of the early years provision and outcomes for children

Children are happy and enjoy their time at the pre-school; in particular, they like choosing whether to play inside or outdoors. Staff have a good knowledge of the learning and development and welfare requirements of the Early Years Foundation Stage framework and understand the needs of each child. Planning and observational assessments are a strength and the informative learning journals clearly demonstrate that children make good progress in the six areas of learning. Staff interaction is good and contributes to the success of the children's learning, for example, they respond to questions about how a digging tool works in the sandpit and support their letter recognition skills when children locate their name card. Children are very enthusiastic and confident in role play activities. They play alongside a friend and enjoy picnics in the outdoor area or play with dolls in a cosy, enclosed bedroom. There are many opportunities for children to learn the language of size and to practise their counting skills, for example, they work out how many cups and plates are needed for snack time. Children's literacy skills are developing well and they eagerly share books and enjoy the story of 'We're going on a Bear Hunt'. Throughout the morning, children show a keen interest in musical activities. They investigate the sounds they make with the clappers, drums and bells and often sing to themselves as they play with the toys. Although children find out about the world in which they live, for example, they plant vegetable seeds in the garden, there are limited opportunities and resources that help them to develop a sensory awareness.

Children show they feel safe and secure in the pre-school. On arrival, they confidently hang their coats on a peg and change into their indoor shoes. They are happy to approach staff if they need help, for example, when a wasp goes in their playhouse or when a zip is stuck. Children behave well and say 'please' and 'thank you' and learn how to take turns when playing a game. Staff praise children and this means they develop a positive attitude to their learning. When children from other cultures attend the pre-school, all children find out about different aspects of their culture and this helps them to understand the wider world.

Children enjoy their play in a safe and secure environment. The pre-school has a number of safety precautions and procedures in place. These include guidance to follow if a child is missing and a fire evacuation procedure. The good organisation of the play areas allows children to make their own decisions about their preferred resources, for example, they confidently select pegs and make patterns on a pegboard. Staff help children to learn about keeping safe and remind them to be careful with their fingers when playing with the digging tools.

Children begin to learn about a healthy lifestyle. They independently wash their hands after handling the rabbits and before eating their snack. The pre-school knows about dietary needs and provides a good range of healthy snacks, such as fresh fruit and cereals. During snack time children choose whether they would like milk or water; however, there are not adequate systems in place to remind children to drink at other times during the day. Children enjoy a good range of

physical activities and on the large playground they enthusiastically kick a ball around and practise their balancing skills. They develop their fine motor skills as they fill a jug with sand and pour it into the sandpit or thread cotton reels onto a long lace.

Children's progress in communicating, literacy and information and communication technology is developing well. They are keen to use a range of equipment and confidently describe how to use the remote control buttons in order to listen to their morning song. The pre-school encourages them to find out about the local community, for example, they visit the library, shops and post office. This means children begin to learn about different aspects of the society and environment in which they live.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met