



JACK & JILL PRE-SCHOOL

Inspection report for early years provision

Unique Reference Number	143485
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Inspector	Sue Williams
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Registered person	Jack & Jill Pre-School
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 was registered in 1986. It operates from a building situated within the grounds of Meon Infant and Junior School in the Milton area of Portsmouth. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each week day during term time only. Sessions are from 09:00 until 11:30 and from 12:45 until 15:10. All children have exclusive access to a secure outside play area.

There are currently 48 children aged from 2 to 5 years on roll. Of these, 41 receive funding for nursery education. Most of the children come from the surrounding residential area of Milton. The pre-school currently supports a number of children with special educational needs, and also supports children who speak English as an additional language.

The pre-school employs 8 members of staff. The day to day running of the group is the responsibility of 2 joint supervisors who have appropriate early years qualifications. Five members of staff hold NVQ3 level qualifications, other staff hold appropriate early years qualifications and ongoing training is encouraged and pursued by all staff. The pre-school is working toward the Quality Assurance accreditation Flying High for Early Years and receives support from the Local Authority. The pre-school has charity status and is organised by a voluntary management committee of parents.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected from becoming ill because the providers take strategic measures to limit the spread of infection and disease. Children know why they must wash their hands and talk about washing the germs away. They are learning to manage their own personal hygiene. All staff read and sign the good hygiene practice. Written consent is in place for emergency treatment as are procedures for administration of medication. Occasionally children need nappies. Gloves are worn when dealing with bodily fluids and waste is disposed of hygienically. Children take part in regular physical play in the setting or outside depending on the weather. For example, they enjoy robust play in the playground or school gymnasium where they climb, balance, move freely, learn to aim and throw and have good spatial awareness.

Children learn about healthy eating.

There is a shift toward presenting more fruit. Children enjoy snacks of cheese crackers, fruit, breadsticks, pasta and raisins; however they do not help to prepare snacks which further promotes the importance of healthy living. The setting is now involving parents to provide healthy options. Water or milk is offered; dietary needs including religious persuasion are recorded and addressed. Sometimes more exotic foods are presented for the children to try, especially if there is a theme, currently there are plans to present some Chinese food in celebration of their coming New Year. Snack time is a happy social occasion where children learn good manners by example as they sit in their small groups chatting with an adult. Staff demonstrate good manners and courtesy at all times.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are welcomed into a visually stimulating setting. Colourful posters and children's art work are displayed on the walls and mobiles hang from the ceiling. They have use of one large main hall/play room. There is a small secure kitchen area, a cupboard which serves as an office, two toilets, a store cupboard and small area for coats. Despite the topography of the room the team have divided the room into bays and cosy corners to maximise children's comfort, play and learning. They have shared use of the school gym and their own exclusive secure outside play area. There is nowhere private for discussion with parents and staff make arrangements with the school or manage the best they can with the facilities they have to maintain confidentiality where necessary.

Children are secure and well supervised, they use safe resources. Toys and apparatus are well maintained plentiful and of good quality. They meet the needs of the children in the setting. Staff take great care of the children and supervision is vigilant. For instance, all doors have elevated handles or bolts. Door duties are in place for arrival and departure of children and children are never released to unknown persons. Children have all the facilities they need to be comfortable. There are low level tables and chairs, clean toilets which are regularly checked, hand washing facilities and paper towels and waste bins. There is a soft area with bean bags for relaxation and another area near the books with a small sofa.

Children are safe because the team take strategic measures to minimise potential accidents with in the pre school. A written comprehensive risk assessment is upheld in practice. There is a designated health and safety officer in the setting and a committee member is also responsible for the safety of the setting. All staff know the fire safety and emergency evacuation procedures. All fire drills are logged and a blanket, extinguisher and smoke alarm are in situ. Fire exits are clear. Accidents are recorded and countersigned. This is a two way process; when children arrive with an injury, that too is recorded and signed. Toilet locks are safe; heating is guarded; harmful substances secure; care is taken with hot drinks. The first aid box is checked and restocked and there is a lost child procedure which is reviewed.

Children learn to be safe through example and discussion. Young children listen and watch, they too are learning to stay safe. Supervision with wheeled toys, ropes and other resources for robust play is extra vigilant. The outside play area is secure and some shade is provided in hot strong sunlight, children are encouraged to drink during hot weather. Water is freely available at all times. Written consent is sought for application of sun creams/lotions.

Children are protected from abuse because the team understand their duty as professional child carers to safeguard children. They have a good working knowledge of possible signs and symptoms of abuse. There is a named member of staff for child protection and policies include a statement of intent which is discussed with parents alongside other policies during the welcome evening. The team will take any action necessary to promote and maintain the safety and welfare of children in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled. In all groups they enjoy a using wide range of good quality resources and engage in a variety of interesting and exciting activities. There are some opportunities for children to self select toys and equipment during free play sessions or opt for resources or activities presented for them throughout the day. While some resources are easily accessible the topography of the playroom prohibits presenting all resources at child level, however children are confident and able to make their needs known. Staff know the children well and respond with enthusiasm and interest. Children have access to a gamut of very good quality resources and innovative activities. Children attend the pre school from the age of two years nine months. One of the joint leaders is currently looking at the Birth to Three Matters framework which has endorsed the teams' focus on including all children in all activities such as following simple instructions. For example, during circle time a child is given two messages to remember. "Tell Mrs. X there are sixteen of us and ask Mrs. Y what she would like to drink." Similarly other areas of teaching and learning within the pre school are in accordance with the frameworks' school of thought. Children are continually praised and encouraged, thus developing their self esteem effectively. They use a wide range of materials to communicate ideas, thoughts and feelings as they play imaginatively and creatively.

Nursery Education.

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and early learning goals. Ongoing training is pursued by all staff who disseminate new knowledge learned to the whole team. The curriculum is well balanced and covers all areas of learning. All staff discuss the years plan. which is then revised into medium and half term plans by the joint supervisors. From this the joint managers devise a weekly plan showing clear intended learning outcomes to ensure all children achieve progression. Key workers record children's progress. Tracking and monitoring is meticulous and ensures the delivery of the curriculum is child centred and in accordance with the stepping stones framework. Children's progress is recorded in their personal file and dated. One member of staff's role is to monitor how effectively resources are used. Another member of staff is responsible for ensuring the children have all the resources and materials available for what is planned in the curriculum. Staff encourage children to think about what they are trying to achieve, asking open ended questions and allowing time to think about their answers before responding. Activities are not rushed and deployment of staff is good. If a child is less able and needs one to one support for an activity it is arranged and equipment adapted to ensure all children achieve. For example, when children make bird cakes, only three children at a time engage in the activity and some children receive one to one support. Staff make the most of incidental learning opportunities throughout the day, counting objects, extending ideas through participation and conversation, allowing children time to think things through and to gain confidence to make predictions. The children are happily involved, and are beginning to explore with growing confidence because of the leaders' and staff's clear understanding of their developmental needs. The careful planning of the curriculum incorporates differentiation. The challenges which skilled staff incorporate within the activities and delivery ensure children remain stimulated, confident, have a sense of self esteem and make steady progress toward the early learning goals.

Children are interested excited and motivated to learn. They are confident and

engage in discussion during circle and small group times suggesting ideas and responding to adults. They have an opportunity to begin to respond to experiences and express a range of feelings. Children speak openly in the large group, offering solutions for a member of staff who was sad because she had broken an ornament, such as gluing the ornament together and saying what made them sad or happy. They show concern if children opt not to join in sessions, such as using the resources in the school gym. Staff explain to them that these children prefer to watch until they are confident to take part. This in turn helps older or more confident children begin to understand that others have likes and dislikes or have differing needs. Children take turns, for example when playing imaginatively. They share the dolls and different prams and allow their peers to have their turn with activities. They often monitor turn taking by themselves by using an egg timer. The children have taken part in 'Operation Christmas Child'. After discussion about the appeal, children contributed and filled shoe boxes for those children abroad who in the face of disaster would not have had Christmas presents. The children learn consideration and respect for one another which is demonstrated by the excellent staff role models throughout the day.

Children's spoken language is developing well. They are able to explain with clarity and respond to stories, by joining in; 'Bear Hunt' is a favourite. Sometimes stories are told rather than read, and the children enjoy some Aesop fables, tales and 'made up' stories. They like making predictions and exploring words. For example, during circle time and before making the bird cakes they pass the wrapped block of lard to each child to handle. When asked what might happen to it when microwaved a child said it would melt. The adults extend this by explaining it becomes liquid rather than solid. Children's new language learned is consolidated when they make the bird cakes later in the day, discussing the process and mixing the ingredients. Children are learning that print carries meaning. Stories and posters promote this, together with names on coat pegs. The recipe for bird cake is printed in large lower case where the cakes are being made. In groups of three they 'consult' the big recipe card with the adults and discuss and decide which ingredients they will put in their bird cake. Children select and stir using one handed tools with varying degrees of expertise. They are helped with the warm lard which is now melted and turned into liquid. Children spoon their cake into labelled tubs pressing it down hard; later they will retrieve them from the fridge to take home. Some children manage with little help from adults while others need more support and help. Each child is awarded a certificate of achievement to say 'I have helped to feed the birds'.

Opportunities for mark making are presented in imaginative play such as the Opticians, café pizza orders, GP's surgery and for making shopping lists. Some children are now forming letters well. More focused writing and pencil control is presented in small group activities, 'pretend your finger and thumb are the crocodile's mouth and he's got the pencil'. Learning is fun. Children are challenged according to ability. Children use paint, glue and build three dimensional models. On a line they have pinned scarves, gloves, socks and hats which they have cut out and painted designs on. Collages of snowmen made by the children illustrate the differing abilities across the age range and demonstrate how children progress during their time at the pre school. Musical instruments are on display, some from Zimbabwe. The children enjoy using musical instruments, singing, rhymes and especially like joining in action songs.

Children count confidently at every opportunity saying and using numbers during their everyday play and routines. For example, at snack time the children enjoy soft cheese and breadsticks in their small groups. Children calculate how many more pieces are needed and divide the remaining two sticks to allow those children an equal portion. During key worker time children engage in more focused mathematics of counting and subtraction using resources from the maths trolley. Early concepts of mathematics and subtraction are learned by rhymes such as 'five currant buns' 'ten green bottles' and 'apples on the tree'. Many of these action games have been turned into table top games for children which the parents have made. When making the bird cakes the older children follow the adults translation of the recipe and put three spoonfuls of seed, one of currants, two of this and one of that and so on in their bowls ready to mix with the lard. Younger children had support of varying degrees. The staff are very skilled at assessing when to challenge children and extend their learning and understanding. For example they may say after circle time "I want three children to go over to this or that activity". Children think, follow simple directions and make decisions for themselves. Staff always give children time and support according to their individual needs.

Children have many opportunities to develop an understanding of the wider world. They see positive images of diversity in books and resources in the setting such as posters, artefacts, and small world play. A regular visitor to the group is a blind lady who brings her guide dog and Braille machine. Children look at books which are especially made for them. There are photographs of the yellow lines on the road and railings local shops, lollipop lady or man and letterbox. All this local knowledge is collated in a book with questions for the children such as, "Do you pass this shop, building? Who is this man/woman?" Children also look at photographs of past events and are beginning to learn the difficult concept of time. Children of all ages use technology ranging from the ladybird bug remote control toy and programmable toys to the computer, where their mouse skills, left or right click and drag and drop are fostered and monitored. The bird cake making provides much scientific comprehension and the setting subscribes to Dora the Explorer. The latter provides ideas and resources from drama, planting, pond dipping and investigation to a complete metamorphosis, starting from bringing the grub into the setting to the butterfly.

Children take part in physical play every day. They have shared use of the school gym at designated times. No child is made to use the equipment, but all children go to the gym and, without exception, have become confident to have a go at the balance beam, swing on ropes, go through the tunnel and throw bean bags into a container. Children enjoy the outside play area using bikes, scooters and other wheeled toys with growing confidence and skill. They are very adept at avoiding collisions and considerate of one another, for example older children slow down when they see younger children in their path. Children recognise the changes in their bodies. For example, after robust outdoor play staff ask the children if they can feel their heart bumping. They know they need hats and shade in the Summer and more drinks. The winter theme endorses the need to keep warm and wear extra clothing.

Helping children make a positive contribution

The provision is good.

Children are beginning to understand the wider world and value diversity. They enjoy books such as "Are We There Yet?", which is about a child who uses a wheelchair. They use small world play resources which promote positive images of diversity. Children for whom English is not a first language are well supported. Staff have made a 'time line' and other visual cues for parents and children who attend the provision which show the daily routines. An interpretation service is called upon for helping families for whom English is not a first language. This is to help with admission forms and explain what the setting offers. Children see books written in other languages, and are interested to see Chinese writing is very different from their own and has a different starting point. Their growing understanding of the wider world and respect for others means children's spiritual moral social and cultural development is fostered.

Children with additional needs are well supported because equipment and resources are adapted to meet their individual needs. Policies are upheld in practice and the provision has a named Special Educational Needs Coordinator. Staff understand the importance of early intervention where there may be developmental delay, and work with parents and other professionals to maximise children's potential and development.

Children's behaviour is very good. Children in the pre-school are considerate. They have a clear understanding of right and wrong. Staff are aware of the differing levels of children's behaviour and understanding. The staff provide excellent role models and reinforce the group rules which are discussed with the children from time to time. The rules are written, discussed and verified. This is through photographs of children in the setting concentrating, taking turns, hanging their clothes up, sitting down to eat or drink, making friends, being kind to each other and not bumping into each other. Praise is awarded throughout the day together with encouragement for achievement, being kind and helpful and understanding the rules. Conflict resolution is a new initiative which the staff are putting into practise as a result of incidental training undertaken.

Partnership with parents and carers is good. Parents receive a welcome pack and are invited to a parents' evening where they receive information, meet the staff and are introduced to key workers. They are helped with admission forms and policies and procedures are explained. If complaints cannot be resolved in the setting they have the regulators contact number. The setting has a complaints procedure and shows parents how complaints are progressed. Children's needs are met through the excellent partnership with parents. They complete a profile about their child before he or she starts pre-school, giving simple information such as their likes or dislikes and toileting arrangements. Parents have access to their children's individual progress files on request, which includes opportunities for parents to make written contributions. They are encouraged to become involved in their children's learning. For example children may bring work home which says "Today I have been cutting out, please may I practise at home?"

The committee is made up from parents and there is a good parent rota. Parents become involved with children's education and continue their interest throughout the

children's schooling.

Parents are valued as the first educators. They contribute toward themes, currently 'Winter', and the bird cake ingredients. Many of the resources have been made by parents and are used daily with the children, such as the table top maths games, speckled frogs and busy picture lotto. Parents receive regular news letters and information about the setting and plans are displayed on the notice board. The care and education of the children attending is very much a shared partnership.

Organisation

The organisation is good.

Daily routines are very well organised and run smoothly. Adults have a clear sense of vision and purpose. They aim for children to become competent learners with a sense of self esteem and the ability to explore and meet challenges with growing expertise and confidence. Staff are suitably qualified and experienced and have current first aid qualifications. Ratios are maintained at all times and staff are deployed effectively to provide maximum support and vigilant supervision of children in the setting, the outside play areas and on outings. The daily registers are up to date. Records indicate which staff are present, and a notice outside shows which parents are on rota duty.

The leadership and management of the setting is good. The committee is made up from parents who are proactive in their support, liaise regularly with the managers and are keen to provide a good service for children in the pre-school. The two managers have a clear vision of what they want for the children and staff in the setting. They are responsible for the effective day to day running of the pre school. Recruitment and vetting procedures are in accordance with equal opportunities and are thorough. Children are never alone with unvetted people such as students, rota parents or visitors to the setting; parents are always notified of student placements. Newly appointed staff have a comprehensive induction. They are mentored and monitored diligently and any necessary training is arranged. New training received is shared among the team and all new literature and legislation is circulated, monitored, dated and often revisited. Staff have designated roles and responsibilities. For example, someone has specific responsibility for special educational needs; another for child protection; another health and safety. The managers ensure enough resources are available for what is planned in the curriculum plus consumer durables. They monitor training, grouping of children, make sure key workers and staff have a voice, conduct appraisals and make sure all staff have a turn at every aspect of the pre school. Regular staff meetings are arranged to ensure both planning and delivery of the curriculum, together with the individual needs of the children, are met.

Staff know the children well. They discuss children's progress and contribute toward an evaluation book. This in turn helps the managers with future plans to ensure children's progression toward the early learning goals. The managers have devised a system of self assessment for all which they have named this their 'self assessment tree'. They also look objectively at the strengths and weaknesses of the setting. One member of staff evaluates how well equipment is used and whether children really

benefit from resources. Plans are underway to interview for a deputy in the setting.

Children are safeguarded in the setting because all policies and procedures are implemented effectively. The required paperwork is maintained to a very high professional standard and is available for inspection at any time. The cohesive and dynamic team present a curriculum for children which is inspiring, exciting and wide ranging. It is successful in promoting the early learning goals.

The setting 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 significant behaviour incidents are recorded and shared with parents and to obtain written consent to apply sun creams.

Significant incidents of behaviour are now recorded and shared with parents within the bounds of professional confidentiality and written parental consent is in place for using sun creams on their children.

Complaints since the last inspection

There have been two complaints made to the regulator since April 2004. The first related to standard one, suitability, which was investigated internally. Ofsted agreed that the case be concluded and closed because the provider followed their policies and advice given by the Social Services duty officer. The second related to standard six, safety, regarding hot drinks. The provider carried out an internal investigation and reported to the regulator as requested. Full details of the risk assessment carried out, together with a copy of their health and safety policy, were forwarded. The provider also conducted a survey among all parents. It was decided staff would continue with hot drinks. The provider remains qualified and registered.

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.

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):

- further extend children's awareness of healthy living and continue to promote this throughout the sessions.

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 assess how resources are displayed to encourage children to self select from a wide range of equipment.

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